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ABSTRACT

The Inquiry Process curriculum module is part of a consumer education series (grades 9-14, adults; including elderly) that emphasizes a process approach with a spiral organization. The process approach helps the student in a changing consumer world to function rationally and in a manner consistent with personal values, while the spiral organization emphasizes recurring experiences with the same basic processes as well as progressive process development and expansion. Eighteen pages of inquiry process assessment items are included for teachers to use for student pre-assessment and lesson planning. The inquiry module involves six objectives: (1) recognizing a problem, (2) considering tentative solutions (hypothesizing), (3) clarifying terms, (4) collecting data, (5) analyzing data, and (6) applying a conclusion to new situations. A section in the guide is devoted to each of these six objectives and clarifies the objectives and and consumer competency with sample teacher-learner dialogue that includes both suggested teacher response and possible learner response. Teachers may decide to administer a post-assessment which is identical to the pre-assessment. (EA)

CONSUMER EDUCATION CURRICULUM MODULES A SPIRAL-PROCESS APPROACH

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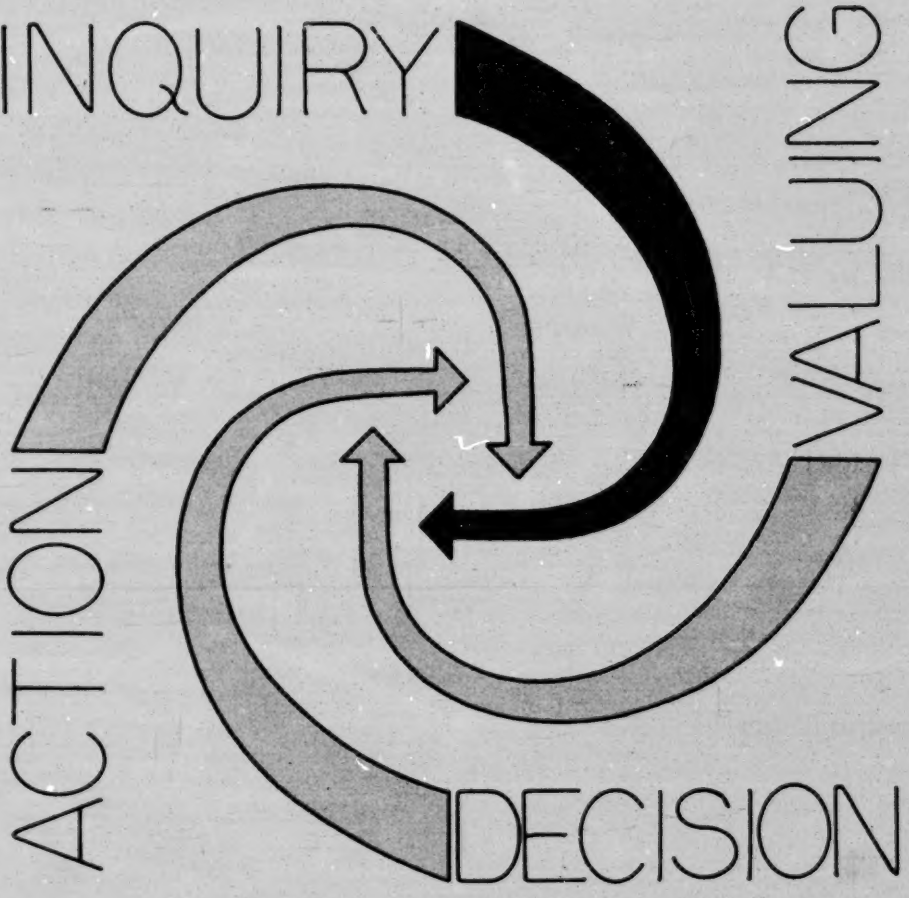

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CONSUMER EDUCATION CURRICULUM MODULES A SPIRAL-PROCESS APPROACH

I. INQUIRY PROCESS

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Foreword

Consumer products, product standards, services, legislation, and regulations are ever changing and multiplying. Faced with change and multiplicity, everyone — youth or adult — finds it necessary to master skills in order to function as a rational, responsible, and satisfied consumer.

The need for consumer education has been recognized by various facets of society. In the Vocational Education Amendments of 1968, the U.S. Congress charged each state with providing consumer education in federally supported vocational education programs. Increasingly teachers' feedback to the U.S. Office of Education has called for materials to use in teaching consumer education.

Consumer Education Curriculum Modules: A Spiral-Process Approach has been developed in response to the U.S. Office of Education's request for materials to help learners function in their roles as consumers. The modules are intended for flexible use by teachers. They can be adapted to any content area; for use with learners of varying abilities, ages, and socioeconomic and cultural backgrounds; and to class and nonclass situations.

The process approach to curriculum makes these modules unique and a significant contribution to consumer education. Their effectiveness has already been evidenced by the results of field testing with teachers of consumer education in home economics, business education, and distributive education programs across the nation. The success and completion of the project were dependent upon the cooperative efforts of these teachers and their learners.

The modules were prepared pursuant to a contract with the U.S. Office of Education by North Dakota State University. Patricia D. Murphy, Professor of Home Economics Education and Associate Dean of the College of Home Economics, served as the project director. Helen Pyle Cavanaugh and Carol Geer were full-time curriculum writers. The project staff also included Jane Plihal, evaluation specialist, LaVonne Elsbernd and Maxine Norman, graduate assistants.

The indication and belief is that these modules will help consumers learn processes which they can always use regardless of how products, product standards, services, legislation, and regulations change and multiply.

L. D. Loftsgard, President
North Dakota State University

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ACKNOWLEDGMENTS

The project staff expresses appreciation for the valuable contributions made by many individuals to this project. The comments and suggestions of these individuals influenced revisions within the modules which make the materials relevant for use in various teaching-learning situations.

We are especially grateful to the many teachers who gave generously of their time to participate in the field testing of the materials. Without the participation of these teachers and their learners, the field testing could not have been meaningful. The influence of the field testing by these dedicated, professional teachers insured the appropriateness of the materials for the diverse situations in which consumers are educated. Their participation was absolutely essential to the project.

We appreciate the support for the project given by the State Supervisors and their suggestions of teachers for the field testing. We also appreciate the comments made by the educators, teachers and supervisors who reviewed and critiqued the materials.

The support and advice given by members of the national-level Advisory Committee is greatly appreciated. Members of the Advisory Committee made detailed reviews of the materials and assisted in many ways. They provided a broad viewpoint and varied expertise on consumer education. We wish to express special gratitude to the members of the Advisory Committee for their contributions.

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THE TEACHING OF CONSUMER EDUCATION

Consumer Education Curriculum Modules: A Spiral-Process Approach has been developed to meet a need expressed by teachers. The need is for curriculum materials that lead learners to function as questioning, creative, and critical consumers. This set of modules is directed toward developing these qualities by focusing upon the crucial role of the processes by which information is acquired, values are explored, decisions are made, and action is taken. The modules contain learnings which guide learners toward internalizing and mastering these processes.

The process approach is new in consumer education. It facilitates learning which enables the student in a changing consumer world to function rationally and in a manner consistent with his values. The spiral organization emphasizes recurring experiences with the same basic processes. The processes are further developed and expanded as they appear again and again.

Rationale

Many models and definitions of consumer education have been proposed. It is generally agreed that consumer education has a value orientation. It is often implied that the goal is to develop "good consumers." However, what is meant by "good" is not usually defined. Is the "good consumer" the one who does the best job of satisfying personal and family needs and wants, or is the "good consumer" the one who operates in such a way as to further the economic health of society, or are there yet other characteristics of the "good consumer"?

Because the factual content of consumer education increases greatly and changes rapidly, it is not possible to teach consumers "everything they need to know." In order for consumers to use the vast amount of available information, they need to be aware of and skilled in those processes that assist consumers in sorting, interpreting, and analyzing this information. As consumers internalize the processes of inquiry, valuing, decision, and consumer action, they develop integrated consumer behavior.

Merely exposing the learner to a variety of processes is not sufficient. He must learn the nature of the process, know where and how it can and has been used, and be involved himself in using the process. The curriculum must provide episodes for inferring, for synthesizing, for judging, for the confrontation with issues, and for assessing and predicting consequences. What is most important is not what facts the students learn but rather the processes they learn to use to develop their ideas. Thus, the decision was made to develop modules that focused on process rather than on the acquisition of information or content.

The Framework

Extensive review of curriculum materials in consumer education provided the background for the development of a framework for teaching consumer education. The framework specifies value orientations and identifies consumer proficiences. It can be observed that consumers display a variety of different behaviors. These behaviors are grouped along a continuum from egocentric to other-centered. The continuum is divided into levels to aid in identifying the learner's progress. The framework serves as an organizational tool and is not intended to represent mutually exclusive stages. Consumer behavior matures and develops with the assistance of the process we call education. (The entire framework is found on page xii.) The following is a summary of the framework.

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Level I consumers tend to be impulsive. Immediate needs and wants determine most of their consumer habits.

Level II consumers tend to champion consumer rights. They accept many half-truths and their actions may be in conflict with their values.

Level III consumers' actions are based upon facts and values. They are strongly influenced by the total environment — both present and predicted.

Level IV consumers are motivated by their concern that their fellowmen be active public decision-makers. They are dedicated to truth and use their personal resources to accomplish their goals.

The framework identifies the developmental tasks to be accomplished by consumer education, and the definition of consumer education delineates the scope of the discipline. The educational goal thus becomes the development of the mental skills necessary to continued learning by increasingly competent, well-informed consumers. To progress from Level I to Level IV the consumer must master and internalize the processes of inquiry, valuing, decision, and rational consumer action. The *content is* these *four processes* and their component parts rather than topic-oriented subject matter.

The Spiral-Process Approach

Four basic processes have been identified as necessary for a person to use in moving through the levels of consumer behavior identified in the framework. The processes are the basis for the continuing development of consumers.

I. Inquiry process
II. Valuing process
III. Decision process
IV. Action process

The paradigm or model representing the spiral-process approach to consumer education is found on page xv.

The spiraling of the processes permits learners' repeated exposure to the processes themselves and to concepts at different levels of complexity, and it provides the repetition necessary for meaningful learning. Spiraling allows the teacher to plan the degree of repetition to correspond to the changing interests of learners and their increasing ability to understand abstractions.

Each of the basic processes implies and includes a cluster of inter-related skills which are developed in the module.

The process of inquiry includes:

1. recognizing a problem
2. considering tentative solutions (hypothesizing)
3. clarifying terms and concepts
4. collecting data and evaluating data sources
5. analyzing data to test the hypothesis and developing a conclusion
6. applying the conclusion to new situations.

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The process of valuing includes:

1. recognizing value components of a situation
2. considering value-relevant behavior
3. clarifying values exemplified and identifying conflicting values
4. hypothesizing about value sources and supporting the hypothesis
5. analyzing value alternatives and hypothesizing about possible consequences
6. examining value preferences

The process of decision brings together the results of the inquiry and valuing modules and further includes:

1. recognizing a decision-problem
2. considering alternatives
3. clarifying alternatives
4. predicting consequences
5. analyzing alternatives
6. ordering alternatives

The process of consumer action represents a culmination of the others and includes:

1. recognizing issues
2. considering evidence and alternative actions
3. clarifying consumer actions
4. organizing evidence and selecting actions
5. analyzing actions and accepting consequences
6. initiating and evaluating actions

The set of modules is designed to teach proficiency in performing processes essential to intelligent consumer behavior.

Use of the Modules

Recognizing that curriculum materials are more effective when adapted by the teacher for specific groups of learners, the modules have been developed for teacher use. The modules are intended for flexible use and are appropriate for learners from grade 9 through adults, in class or non-class situations and with vocational youth groups. Many of the activities can be adapted by the teacher for independent learning and individualized instruction situations.

Pre- and post-assessment devices are included to assist in measuring learning. The materials are competency-based and include instructional objectives and learning activities. Resources and related readings are also included.

Each learning experience is built to teach a process or portion thereof. Infinite adaptations are possible. Experiences may be used "as is" to teach consumer proficiencies or adapted and supplemented with other learnings. For instance, a lesson may include a situation about the consumer problems of an automobile purchaser. The situation could be replaced with one about the consumer problems of grocery shoppers.

Consumer Education Curriculum Modules: A Spiral-Process Approach is not designed to replace existing curriculum materials. Rather, it is to help the teacher alter the focus of present instruction in consumer education by providing the means for emphasizing the processes necessary for the development of competent consumers.

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FRAMEWORK

The ***Consumer Education Curriculum Modules: A Spiral-Process Approach*** was developed to help an individual assume responsibility for gaining satisfaction and an improved well-being for himself and others in present and future generations by developing consumer capabilities, skills and understandings. Consumer well-being is a state of existence (life) characterized by the rational approach to the consumption of goods and services in a manner consistent with values influenced by a concern for one's fellowman and the preservation of the environment. Clusters of observable behavior and implied attitudes have been described to delineate consumer growth. The levels are seen as building upon one another until the consumer ultimately shows involvement and commitment through his behavior. The activities of the modules have been designed to facilitate growth toward Level IV.

Level I consumers choose, buy, and use according to their present needs and wants. They have only a sketchy idea of their roles as consumers and a hazy notion of their real needs and wants. They tend to be impulsive, unaware of conditions that influence their behavior, and secure with their past patterns for acquiring. In short, there is little evidence of critical thinking employed at this stage.

Level II consumers are part of the current consumer movement. They have knowledge of the decision process when carrying out many of their comsumer activities. They have a pseudosophistication in the marketplace. Their well-intended involvement in bettering the environment and social well-being for all may result in demands based upon half-truths which disregard the long-range implications of their actions. Value clarification is just beginning at this level.

Level III consumers' behavior shows the results of the integration of their personal values with judgments based upon facts. They attempt to assess the effects of spin-offs before carrying out decisions. They are strongly influenced by the total environment — both present and predicted.

Level IV consumers set priorities and exercise their influence upon the public and private sectors of the economy to improve conditions for present and future generations. They are the "superstars" among consumers, promoting change or the status quo in the interest of continued and improved well-being of all. They are truly involved in the role of public decision-maker.

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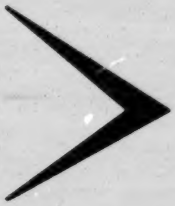
COMPETENCIES FOR CONSUMER EDUCATION

Over-arching Competency for the *Consumer Education Curriculum Modules: A Spiral-Process Approach*



The learner's consumer behavior is characterized by *inquiry, valuing, decision,* and *consumer action.*

The individual has internalized the processes of inquiry, valuing, decision, and consumer action so that he reacts persistently and consistently with a set of related consumer situations. This basic orientation enables the consumer to reduce and order the complex world and to act effectively in it.

The process of moving toward this competency is continuous and never-ending. One must master the four consumer competencies to attain the over-arching competency. When these consumer competencies are used by the consumer as an integrated system, the consumer will approach mastery of the over-arching competency.

Mastery is taken to mean the skillful performance of: a) each element within a process, b) each element in combination with other elements in the total process, c) independent application of the process, and d) cooperative application of the process.

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CONSUMER COMPETENCY:	OBJECTIVE:
The consumer will use at a level of mastery the *Inquiry Process* in relation to consumer behavior.	**Having completed the planned learnings in *Inquiry*, the learner will demonstrate use of the inquiry process at a level of mastery by:** 1) recognizing a problem 2) considering tentative solutions 3) clarifying terms 4) collecting data 5) analyzing data 6) applying conclusion
CONSUMER COMPETENCY:	**OBJECTIVE:**
The consumer will use at a level of mastery the *Valuing Process* in relation to consumer behavior.	**Having completed the planned learnings in *Valuing*, the learner will demonstrate use of the valuing process at a level of mastery by:** 1) recognizing value components 2) considering value-relevant behavior 3) clarifying values exemplified 4) hypothesizing about value sources 5) analyzing value alternatives 6) examining value preferences
CONSUMER COMPETENCY:	**OBJECTIVE:**
The consumer will use at a level of mastery the *Decision Process* in relation to consumer behavior.	**Having completed the planned learnings in *Decision*, the learner will demonstrate use of the decision process at a level of mastery by:** 1) recognizing a decision-problem 2) considering alternatives 3) clarifying alternatives 4) predicting consequences 5) analyzing alternatives 6) ordering alternatives
CONSUMER COMPETENCY:	**OBJECTIVE:**
The consumer will use at a level of mastery the rational consumer *Action Process* in relation to consumer behavior.	**Having completed the planned learnings in *Action*, the learner will demonstrate use of the rational consumer action process at a level of mastery by:** 1) recognizing issues 2) considering evidence and alternative actions 3) clarifying consumer actions 4) organizing evidence and selecting actions 5) analyzing actions and accepting consequences 6) initiating and evaluating actions

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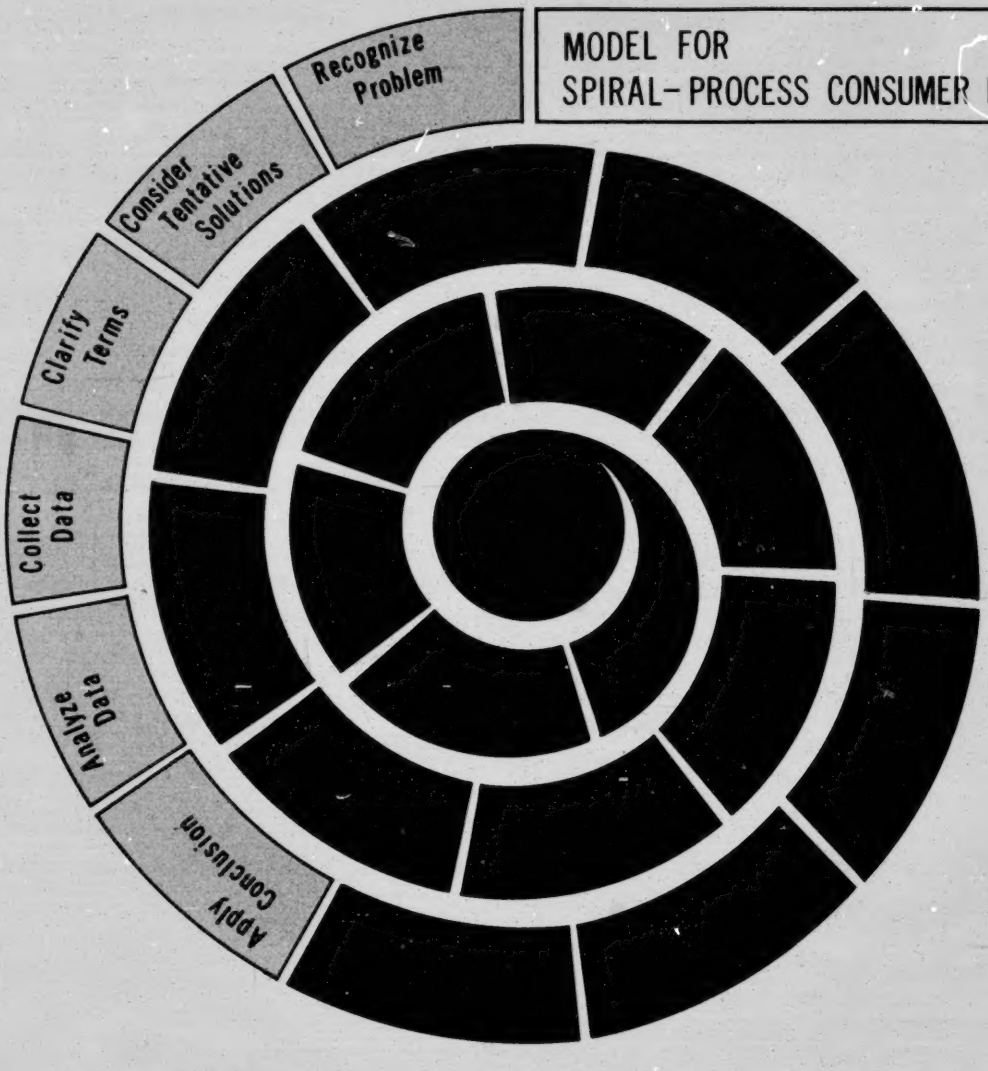
MODEL FOR SPIRAL-PROCESS CONSUMER EDUCATION



INQUIRY

CONSUMER EDUCATION — A DEFINITION

Consumer education is the process for gaining satisfaction through the considered use of personal and environmental resources. It promotes the development of a system for handling the continuous flow of consumer information while building consumer skills, principles, and understandings. At the same time, it assists the individual in his translation of past experiences into generalizations for future application. Its worth must be measured in terms of its contributions to the improved well-being of present and future generations.

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INTRODUCTION TO THE INQUIRY PROCESS

Inquiry begins when one feels the need to know something. Inquiry encompasses 1) recognizing a problem, 2) considering tentative solutions (hypothesizing), 3) clarifying terms, 4) collecting data, 5) analyzing data, and 6) applying a conclusion to new situations. For additional information about the process of inquiry the reader is referred to **Related readings,** page 133.

A consumer must have information on which to base decisions and actions as product information, legislation, and facts change. It is through the process of inquiry that the consumer acquires skills for the continual processing of information. The process of inquiry enables the consumer to learn *how* to learn, to continue learning after the process has been internalized, and to apply this process to consumer problems throughout life.

To illustrate, if a high school teacher includes a unit on purchasing home appliances, some students will learn how to make consumer purchases. Other students will not learn if a home appliance is of no concern at the time. If, however, the students learn to use the inquiry process (how to seek out information, gather relevant data, and draw conclusions), the process will be applicable to many situations even in future years when the consumer is faced with new products and information.

Consumers find themselves involved in group investigations as well as in inquiries of their own. Thus, learning experiences have been included for both. The main objective of the learnings which follow is to help consumers gain a level of mastery in the process of inquiry. Because the topics chosen serve as a vehicle to teach the inquiry process, issues relevant to a particular group should be substituted to adapt the learnings to the interests of that group.

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Administering the Inquiry Process Pre-Assessment

Before beginning to use the learning experiences within **Inquiry** the teacher may wish to administer a group of pre-assessment questions from among those presented in the **Inquiry process assessment items,** pages 3-37. The **Matrix of inquiry process assessment items,** page 93, may be used as a guide to selecting questions.

This pre-assessment provides evidence regarding each learner's ability to perform the objectives of the inquiry process prior to participating in the learning experiences. Such evidence is useful in planning lessons to meet the educational needs of learners. From the inquiry pre-assessment results, the teacher can identify those objectives of the process which require greatest emphasis.

What is being evaluated is the learner's ability to perform the inquiry process. The learner is not being tested for knowledge of specific topics. Therefore, the topics of the assessment questions and the topics of the learning experiences need not be the same.

The **Answer key for the Inquiry process assessment items** is found on page 92. No form for the learner answer sheet has been included since the teacher will want to select from among the questions those which are appropriate for a particular group of learners. As learners re-encounter the inquiry process, the teacher could select more complex assessment questions.

Since learners will take the same evaluative questions following the inquiry process learning experiences selected by the teacher, the copies of the questions may be reused for the post-assessment. If this procedure is followed, the teacher would direct learners to respond to questions on an answer sheet or on a blank sheet of paper.

A comparison of the learner's pre-assessment and post-assessment responses will help measure whether and to what extent the learner has developed the stated *Consumer Competency* for **Inquiry.** (Directions for administering the inquiry process post-assessment are found on page 91.)

INQUIRY PROCESS ASSESSMENT ITEMS

1. In 1972, there were 2 ducks for each duck hunter.

   In 1973, the number of ducks was less than the number of duck hunters.

   Which of the following questions is **least important** in determining what the ratio of ducks to hunters will be in 1974? Check the blank preceding that question.

   ____ A. Will the hunting of ducks be permitted in 1974?

   ____ B. Do all hunters eat the meat of the duck?

   ____ C. What was the birthrate of ducks in 1973?

   ____ D. How many persons will come of hunting age in 1974?

2. Which question below is **least** relevant to a discussion about the conservation of paper? Check the blank preceding that question.

   ____ A. How can the use of paper products be reduced?

   ____ B. In what ways can recycled paper be used?

   ____ C. What effect do forest fires have on the supply of paper products?

   ____ D. What paper products are the least expensive to produce?

3. Check the blank preceding the **one** question below which is specific and which clearly identifies a purpose for inquiry.

   ____ A. What was the cost of grain in 1970?

   ____ B. If food prices continue to rise, will the rest of the economy be affected?

   ____ C. What effect did a growing world population have on grain prices in the early 1970's?

   ____ D. Who raises the bulk of the world's supply of grain?

4. As a teenager, Mandy earned spending money by making bird houses for the people who owned resort cabins on a nearby lake. One spring Mandy constructed 50 bird houses to sell. At the end of the summer Mandy had sold 10 of the 50 bird houses; nearly every cabin had one. Many years later a child of Mandy's asked, "What would you think if I made some bird houses to sell?"

   Pretend you are Mandy and think of some questions which the child should answer. Write one question for which the child could find answers. The answer to the question would provide the evidence needed to make a decision about building bird houses.

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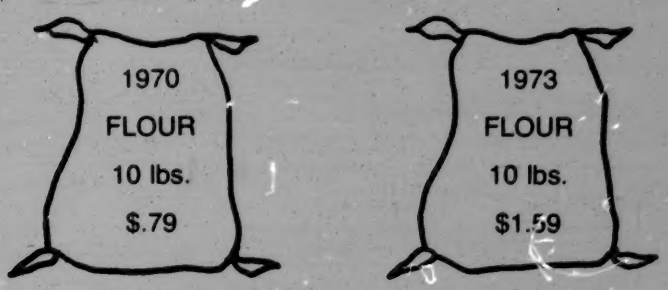


5. Check the blank preceding the **one** question below which would best guide a person in inquiring about the situation represented by the flour sacks above.

___ A. What factors caused the price of flour to increase during the three-year period?

___ B. What was the increase per pound of the price of flour during the three-year period?

___ C. During what year did the price of flour increase the most?

___ D. How much flour is used in the United States each year?

6-7. Joan and Bill were talking. Joan said that she believes that manufacturers should not be allowed to make products that pollute the environment. According to Joan, the government should set up and enforce anti-pollutant standards for all products and services. Bill argued that consumers should have the freedom to buy and use whatever they personally consider to be the best goods and services.

6. Check the blank preceding the **one** response below which accurately completes this sentence: Joan and Bill differ as to their beliefs about

___ A. the effects of pollution upon the environment.

___ B. the desirability of government control.

___ C. individual responsibility in a democratic society.

___ D. manufacturers' responsibility to consumers.

7. Based on the above information about Joan and Bill, check the **one** action below which is **not** likely to happen.

___ A. Bill will urge his Congressman to vote for legislation to censor movies.

___ B. Joan will ask the city council to conduct a city-wide paper drive.

___ C. Joan will find out whether a local manufacturing plant is obeying the government regulations regarding the maximum amount of noise that workers are exposed to.

___ D. Bill will buy products labeled "safe for the environment."

8-9. In 1920, there were 106 million people in the United States. Each created an average of three pounds of trash per day.

In 1971, there were 205 million people in the United States. Each created an average of six pounds of trash per day.

In 1980, the population of the United States is expected to be about 230 million people.

8. If a person were concerned about the situation described above, which **one** of the following questions would **best** guide him in finding meaningful information about the situation?

____ A. Why do people create trash?

____ B. Why did people create more trash in 1971 than they did in 1920?

____ C. How much trash per year does each person in California create as compared with the amount created per person in the other states?

____ D. How many pounds of trash will each person create in 1980?

9. Considering the information presented in the situation above, check the **one** response below which is an accurate statement.

____ A. In 1980, each person is likely to create more than 6 pounds of trash each day.

____ B. People's values influence the amount of trash they create.

____ C. The amount of trash each person created reached a peak in 1971.

____ D. As people's income increases, the amount of trash increases.

10. If one assumes that more land is needed to produce more food for the world population, what action could be taken to make more food-producing land available? Check the blank preceding the **one** response below which is a possible solution.

____ A. Farmers could use more fertilizer.

____ B. More synthetic (man-made) foods could be developed.

____ C. More model cities could be built.

____ D. Food could be raised on the ocean bottom.

11. When the supply of beef remains constant and the consumer demand for beef increases, the price of beef is likely to increase. Based on this information, check the blank preceding the **one** action below which could be taken to help control an increase of the cost of beef.

____ A. Increase the amount of pork on the market.

____ B. Decrease the number of beef specials and sales in the grocery stores.

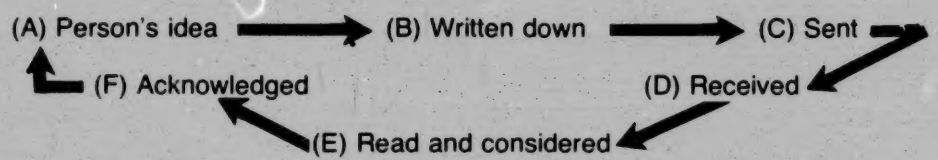
____ C. Increase the variety of meat substitutes available.

____ D. Ration the amount of beef each person may buy.

12-20. Communication is a circular process if it is effective. When a person gets an idea and wants to communicate it, he must put it into a form which can be understood by someone else. Writing a letter may be the next step of the process; then the letter must be sent to someone, received, read and considered, and acknowledged to the sender.

Look at the diagram and the statements about a written communication. Mark each statement with the letter of the **last** step of the process which the statement tells you was completed.

DIAGRAM OF A WRITTEN COMMUNICATION



STATEMENTS

____ 12. My letter is ready to go out in the afternoon mail.

____ 13. The president of the company wrote me a note about my idea.

____ 14. If the manager knew how his employee mistreated me, he might correct the problem.

____ 15. I heard from a friend that my letter was discussed in a management meeting.

____ 16. It's been two weeks since I mailed my request, but I've heard nothing.

____ 17. The secretary said my letter is on the president's desk unopened.

____ 18. I know my note went to the right person because I delivered it myself.

Consequences are the result of an action or thought. Look again at the "Diagram of a Written Communication" and check the **one** most likely consequence in each situation below.

19. If many people have lots of ideas about improving conditions for consumers but never told them to anyone . . .

____ A. the quality of consumer goods and services would not improve.

____ B. it would be only by accident that a company would have the same ideas and put it into practice.

____ C. conditions would be better for all consumers because many problems would be solved.

____ D. a writing clinic would be held by businesses who wanted to know how their customers felt.

20. If a company had a policy of sending the same form letter in response to any kind of complaint

____ A. acknowledgements might be sent which had little to do with the original complaint.

____ B. people would write shorter letters to that company.

____ C. form letters should be sent to the company.

____ D. the employees of the company would know that all complaints were handled quickly and fairly.

21-23. Below are two definitions of the term "bait and switch." After considering these definitions, read the three stories below and determine if the story is a case of "bait and switch."

"Bait and Switch" — A bargain appeal to lure a customer into a store and then get him to buy more expensive merchandise.

— The practice of displaying or advertising a product at a very low price with the intention of selling the customer something more expensive.

Stories: If the story is a case of "bait and switch," circle "Yes"; if it is not, circle "No."

Yes No 21. "Harold and I were just married and wanted to furnish our new apartment. We saw an ad for three rooms of furniture for just $225. When we went to look at the furniture, the salesman told us — confidentially — that it was not a good buy. He showed us a set that he said was five times better and would last for at least 20 years. We were convinced and gave him $100 down and signed some papers. A few days later we received a coupon payment book in the mail. We have paid a total of $1,200 in two years and still have coupons left to pay."

Yes No 22. Christmas is coming and Mary Jane has begun to shop for gifts for her family. She wants to buy a shirt for her father. As she looked through the newspaper for some sales, she saw two shirt advertisements. One store advertised: "Buy two wash-and-wear shirts for $7.98 and get the third one free." Another store advertised the same shirts: "These shirts would normally cost you $3 each but today if you buy three you get a 20 percent discount."

Yes No 23. Pete took four pairs of pants to the corner dry cleaners to take advantage of their fall special: "Get 2 pairs of pants cleaned for the price of one." Pete had always felt the cleaners had done a good job of cleaning his clothes. Everything was always pressed so nicely. When Pete went to the cleaners and asked that the pants be cleaned at the special price, the clerk said, "Okay, but they won't be pressed this time." "Why?" asked Pete, "What I've had cleaned here before was always pressed." The clerk replied that the special wasn't good at all because it didn't include pressing and that he would be better off paying the regular price. "You will be much happier with our regular service. We do a better job than on the specials."

24-28. A definition for the word "hypothesis" is:

"a possible explanation, an educated guess."

Read the statements below and determine which are hypotheses and which are not. Circle the accurate response.

Yes No 24. Since dress A is more comfortable than dress B, dress A is made of soft, stretchy fabric rather than a coarse non-stretch fabric.

Yes No 25. How do you know Brand A is cheaper than Brand B?

Yes No 26. The cost of housing has increased each year since 1940 due to the increasing cost of lumber.

Yes No 27. The sign is not working because the neon in it isn't activated.

Yes No 28. Alexander Graham Bell invented the telephone.

29-33. The Bushmen are a group of people living primarily on the Kalahari Desert in Southern Africa. Traditionally, they are hunters of game and gatherers of wild plants, roots, and nuts. They move from place to place according to the amount of food available. The Bushmen have been called "primitive" and their culture or society is labeled "undeveloped."

Whatever the Bushmen take from their environment is used entirely and used for a specific purpose related to their survival and way of life. For example, not only do they eat all the meat of the hunted game, but also they use the skins for clothes, pouches, parts of bows and arrows, and for similar purposes related to their survival and style of life. Traditionally, the Bushmen are true conservationists.

If one thinks of intelligence as the degree to which a person is adapted to his environment, the Bushmen are highly intelligent. They live in harmony with nature. They are self-sufficient in that they depend on no outside person or man-made service to provide food, clothing or shelter.

The Bushmen are surrounded by a society that is striving to develop its economy — farmers are adapting new agricultural methods, minerals are being mined, roads are being built, and some people are moving from a rural to an urban setting.

As this outside society closes in on them, the Bushmen's food supply decreases. Game go elsewhere or are killed in numbers that greatly reduce the supply. More and more Bushmen are taking jobs on farms or in the mines. Some of the Bushmen have begun to grow crops and raise animals.

DIRECTIONS: In the two columns below, labeled **X** and **Y,** are words describing some important ideas found in the situation above. In the blank preceding each item below, write:

A if for the Bushmen, the idea under **X agrees with** or **tends to encourage** the idea under **Y.**

B if for the Bushmen, the idea under **X works against** the idea under **Y.**

C if neither "A" or "B" is true.

	X	Y
____ 29.	tradition	conservation
____ 30.	primitive, undeveloped	intelligence
____ 31.	primitive, undeveloped	self-sufficient
____ 32.	economic development	self-sufficient
____ 33.	economic development	tradition

34-42. After spending a busy day at school, Maria rode her bicycle home on the bicycle path provided by the city. Coming into the family apartment, she grabbed an apple to snack on and tuned the radio to her favorite station. She was sketching a picture when her mother asked her to go to the store to buy some milk for dinner. On the way to the store, Maria had fun trying not to step on the cracks in the sidewalk.

Maria could not find the brand of milk her family liked, so she asked a clerk where it was. Maria charged the milk on her family's charge account with the store.

On the bus going home, Maria read a magazine that she found lying on the bus seat. Upon arriving home, she set the table, ate dinner with her family, washed the dishes, and did some homework for school the next day. She wondered if it would rain tomorrow.

One dictionary defines a **consumer** as "a person or thing that uses a product or service." Using this definition for consumer, decide whether or not Maria acted as a consumer in each sentence of the above situation. In the blank preceding each sentence below, write:

A if Maria **did** act as a consumer in this sentence.

B if Maria **did not act** as a consumer in this sentence.

____ 34. After spending a busy day at school, Maria rode her bicycle home on the bicycle path provided by the city.

____ 35. Coming into the family apartment, she grabbed an apple to snack on and tuned the radio to her favorite station.

____ 36. She was sketching a picture when her mother asked her to go to the store to buy some milk for dinner.

____ 37. On the way to the store, Maria had fun trying not to step on the cracks in the sidewalk.

____ 38. Maria couldn't find the brand of milk her family liked, so she asked a clerk where it was.

____ 39. Maria charged the milk on her family's charge account with the store.

____ 40. On the bus going home, Maria read a magazine she found lying on the bus seat.

____ 41. Upon arriving home, she set the table, ate dinner with her family, washed the dishes, and did some homework for school the next day.

____ 42. She wondered if it would rain tomorrow.

43-48. The government of the United States recognizes that consumers have the following rights:

A To be informed. (We may have access to facts. Information shouldn't be hidden.)

B To be heard. (We may voice our opinion. We won't be punished for what we say as consumers.)

C To choose freely. (We may decide what is best for ourselves.)

D To be safe. (We may expect things to be safe when used as directed.)

Decide which one of the above, **A, B, C,** or **D,** is most exercised by each of the following actions and write that **one** letter in the blank.

____ 43. Requesting "fiber content" labels when purchasing yard goods.

____ 44. Reserving a motel room that is not near a fire exit.

____ 45. Writing our congressman about pending consumer legislation.

____ 46. Asking to speak to the manager of a store about the courtesy of a sales clerk.

____ 47. Requesting that a business take inside locks off fire doors.

____ 48. Reading consumer magazines.

49. You are in the library finding information related to the "causes of high grain prices in the early 70's." Check the blank preceding the information sample listed below which **best** aids you in studying the topic.

____ A. A graph showing the increase in grain prices from 1945-1973.

____ B. A census on the midwestern states for the years 1960-1970.

____ C. A descriptive report on world-wide weather conditions which have influenced crop production.

____ D. A price index for one specific date showing the selling price of various types of grain on the world market (wheat, barley, rice, oats, etc.).

Comparison Shopping Chart for Identical Color TV's

TV Set	Store	Price Quoted	Guarantee and Service	Delivery Charge
Set A	Neighborhood Appliance Store	$639.95	6 months on parts 2 years on picture tubes Store serviceman only	none
Set B	Downtown Dept. Store "Hardy's"	$629.95	18 months on parts 2 yrs. on picture tubes 90-day labor guarantee Store serviceman only	none
Set C	Downtown Dept. Store "Public's"	$629.95	12 months on parts 2 years on picture tubes Self-employed authorized serviceman only	$20
Set D	Downtown Discount Department Store	$609.95	12 months on parts 2 years on picture tubes Self-employed authorized serviceman only	$15

50-53. The Gondola family is shopping for a color TV. They plan to pay cash for the set and wish to have it delivered.

Using the information from the above chart, answer the following questions by checking the blank preceding the **one** accurate response to each question.

50. Based on the information, which TV set costs the **most?**

____ A. Set A

____ B. Set B

____ C. Set C

____ D. Set D

51. Based on the information, which TV set costs the **least?**

____ A. Set A

____ B. Set B

____ C. Set C

____ D. Set D

52. Which TV set has the longest guarantee on parts?

____ A. Set A

____ B. Set B

____ C. Set C

____ D. Set D

53. Of the four stores, which provides the most services to the customer?

____ A. Neighborhood Appliance Store

____ B. Hardy's Downtown Department Store

____ C. Public's Downtown Department Store

____ D. Downtown Discount Department Store

Article #1

When we talk of feeding people today, we talk of a world population. The world population is growing at an alarming rate. With more people to feed, naturally we need more food.

Growing grain to feed the world population is always a gamble. Bad weather — too little rain, too much rain, hail storms or cold winds — doesn't produce much of a grain crop.

Article #2

The shortage of grain in 1973 was really a hoax. Because the growers wanted more money, they held the grain off the market. A panic set in. People flocked to stores, buying up grain products. This forced the stores to pay higher prices to the growers and processors in an effort to restock the shelves.

54-55. Each of the above articles presents a different point of view. We often find different points of view in what we read or hear. Write **two** questions you would ask before believing or disbelieving each point of view expressed.

54.

55.

56-64. The table below and statements which follow are about mobile homes. In making decisions about the statements, consider only the evidence given in the table. Do not consider any other information you may have about mobile homes.

For each statement mark:

T if the evidence alone is sufficient to make the statement **true.**

PT if the evidence alone is sufficient to indicate that the statement is **probably true.**

NS if the evidence alone is **not sufficient** to indicate any degree of truth or falsity.

PF if the evidence alone is sufficient to indicate the statement is **probably false.**

F if the evidence alone is sufficient to make the statement **false.**

Table: Owner-occupied, one-family mobile homes by location and characteristics of occupants, 1970.

Item	Mobile homes as percentage of total number of homes owned in 1970
REGION:	
Northeast	2.7
North Central	3.8
South	5.9
West	6.3
AGE OF HEAD:	
Under 25 years	30.5
25 to 34 years	7.3
35 to 64 years	2.6
65 years and over	4.2
HOUSEHOLD SIZE:	
1 person	8.2
2 persons	5.9
3 persons	5.2
4 or more persons	2.7
INCOME IN 1969:	
Less than $4,000	6.6
$4,000 to $6,999	8.0
$7,000 to $14,999	4.6
$15,000 and over	1.3
TOTAL MOBILE HOMES	4.7

Source: 1970 Census of Housing

DEFINITIONS:

A *mobile home* is a movable building constructed on a frame and wheels similar to that of an automobile. It is sometimes called a "trailer house." When connected to utilities, it can be used as a year-round home. The minimum length is 29 feet.

Head of household is a term for the person in charge of a family which includes a single person or a group of people. It usually refers to the person who earns the family income.

____ 56. More and more families are buying mobile homes.

____ 57. Families in warmer climates are more likely to buy mobile homes than families in areas with colder climates.

____ 58. The current boom in mobile home ownership is due partly to the fact that mobile homes are becoming larger, and more and more mobile-home parks are available.

____ 59. The higher the family income, the greater the likelihood that it owns a mobile home.

____ 60. The amount of space available in a mobile home influences a family's decision about living in one.

____ 61. Once a family lives in a mobile home, it tends to continue living in it.

____ 62. Of the families that owned their homes in 1970, about one out of twenty owned a mobile home.

____ 63. Mr. and Mrs. Baker and their three children are more likely to live in a mobile home than are Mr. and Mrs. Crane, a retired couple.

64. Mr. and Mrs. Crowdog and their three children are planning to move from Connecticut to Wyoming. Mr. Crowdog, who is 39 years old, will be employed as a construction worker for $6,500 a year. Mrs. Crowdog, age 40, will not work outside the home. The Crowdogs are considering moving their mobile home to Wyoming.

Based on information in the preceding table and your responses to the statements, check the **one** statement below which is an accurate conclusion about the Crowdog situation.

____ A. The Crowdogs may not want to move their mobile home because it would be more difficult for them to find a mobile-home court in Wyoming than it was in Connecticut.

____ B. If the Crowdogs move their mobile home to Wyoming, they will be living among families who have generally similar incomes.

____ C. The Crowdogs will have fewer people living in their mobile home than most of the families around them.

____ D. Mr. and Mrs. Crowdog will find that most of the adults living in the mobile-home court are about their age.

65-66. Lorna is shopping for fresh fruit. She has noticed over the years that the prices of apples and grapefruit seem to be much lower during the winter months. She thinks that the price of fruit must be directly related to the supply available. To find out if her idea is correct, Lorna looks at the following chart published by the U.S. Department of Agriculture:

AVAILABILITY OF APPLES AND GRAPEFRUIT

G=Good Supply, F=Fair Supply, S=Small Supply												
	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Apples	G	G	G	G	F	S	S	S	G	G	G	G
Grapefruit	G	G	G	G	G	F	S	S	S	G	G	G
Cost of fruit per dozen												
Apples	.89	.89	.93	.93	1.20	1.49	1.49	1.49	.93	.93	.89	.89
Grapefruit	.99	.99	1.09	1.09	1.09	1.20	1.49	1.49	1.49	1.19	1.09	.99

65. Check the blank preceding the **one** sentence below which accurately states how the information in the chart affects Lorna's idea about the cost of apples and grapefruit.

____ A. The information supports her idea.

____ B. The information refutes *(does not support)* her idea.

____ C. The information is not sufficient to either support or refute her idea.

66. Based on the information in the chart above, check the blank preceding the **one** sentence below which is an accurate conclusion about the cost of apples and grapefruit.

____ A. As the availability of fruit increases, the cost per dozen increases.

____ B. As the availability of fruit increases, the cost per dozen decreases.

____ C. There is no consistent relationship between the availability of fruit and its cost.

67-68. Larry is deciding what type of meat to serve his guests this weekend. He wants to know which type of meat will cost the least per serving.

Larry hypothesizes that pork will cost more per serving than either lamb or beef. He wants more information on this topic, so he finds the following chart.

COST OF A 3-OZ. SERVING OF COOKED MEAT				
Retail Cut	Price Per Pound			
	.90	1.00	1.20	1.40
	Cost of a 3-oz. serving			
Pork Loin Roast	.36	.40	.48	.56
Beef Chuck Roast	.45	.50	.60	.70
Leg of Lamb	.30	.33	.40	.47

67. How does the information in the chart affect Larry's hypothesis about the cost per serving of meat?

68. According to the information in the chart, which of the three meats listed would be least expensive to serve Larry's guests?

69-72. Jose returned from the store with three items. Each item had a different label. The part of each label which lists the contents and special directions is shown below. *(Except for water, the contents are imaginary.)*

CONTENTS: *sump, ber, fer, plastic scent, water.* DIRECTIONS: *For external use only.*	CONTENTS: *shoo, sump, water.* DIRECTIONS: *Keep refrigerated.*	CONTENTS: *water, doop, sump, plastic scent.* DIRECTIONS: *Keep dry.*

Jose is curious about the relationship between the contents and the special directions: do the contents determine the directions for use and care of a product?

69. Considering **only the three labels above,** check **three** of the following statements which explain possible relationships between contents and directions.

____ A. Items containing *sump* need to be *refrigerated*.

____ B. Items containing *plastic scent* are for *external use only*.

____ C. Items containing *plastic scent* must be kept *dry*.

____ D. Items containing *shoo* need to be *refrigerated*.

____ E. Items containing *ber and fer* are for *external use only*.

____ F. Items containing *water* need to be *refrigerated* and are for *external use only*.

____ G. Items containing *sump* are for *external use only* and must be kept *dry*.

____ H. Items containing *doop* must be kept *dry*.

____ I. Items containing *sump* must be kept *dry*.

Jose found several other containers which he already had. The labels on them were:

CONTENTS: *plastic scent, ber, shoo.* DIRECTIONS: *For external use only.*	CONTENTS: *sump, fer, plastic scent, shoo.* DIRECTIONS: *Keep refrigerated.*

70. Now that Jose has this information in addition to the first three labels, check the **one** statement below which explains the relationship between contents and directions.

____ A. Items containing *fer* must be *refrigerated*.

____ B. Items containing *ber* are for *external use only*.

____ C. Items containing *plastic scent* are for *external use only*.

____ D. Items containing *water* need to be kept *dry*.

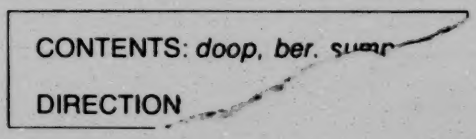
71. Based on **all** the evidence Jose has, check the **one** following statement which is an accurate conclusion to the question: Do contents determine the directions for the use or care of a product?

____ A. Yes. The evidence which Jose has indicates that the contents **do** determine the directions for the use or care of a product.

____ B. No. The evidence Jose has indicates that the contents **do not** determine the directions for the use or care of a product.

____ C. Sometimes. The evidence which Jose has indicates that the contents **sometimes** determine the directions for the use of or care of a product.

Later, Jose found a container with the special directions torn off the label. The only information Jose had was:



72. Based on what Jose concluded about the relationship between contents and special directions, what should Jose do with this container that has the special directions missing? Check the **one** that most accurately states what Jose should do.

____ A. Use it externally only.

____ B. Keep it refrigerated.

____ C. Keep it dry.

____ D. Use it externally only and keep it refrigerated.

____ E. Use it externally only and keep it dry.

____ F. Keep it refrigerated and dry.

____ G. Use it externally and keep it refrigerated and dry.

____ H. It does not matter how Jose uses or cares for this product.

73. A few weeks ago, Lori was given a fishbowl with three goldfish. Two days later they died. She then read the instructions on the fish food container — "DO NOT FEED TO GOLDFISH." She decided that in the future she would read labels more carefully.

Today Lori is looking for fabric to make a dress. She wants a fabric that is 100% acrylic and is machine washable and dryable. What can Lori do to find the fabric she wants?

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CONSUMER COMPETENCY FOR INQUIRY AND OBJECTIVES

Consumer Competency for Inquiry: The consumer will use at a level of mastery the inquiry process in relation to consumer behavior.

Objectives: Having completed the planned learnings in **Inquiry,** the learner will demonstrate use of the inquiry process at a level of mastery by:

1) recognizing a problem which defines a purpose for inquiry and states clear and specific questions that guide the inquirer and limit the scope of research.

2) considering tentative solutions based on hypotheses derived from the learner's past experience, knowledge, and analysis of available data.

3) clarifying terms and concepts, giving each a definite meaning so that relevant sources will be used to investigate the hypothesis.

4) collecting data and evaluating data sources for accuracy, credibility, and relationship to the hypothesis.

5) analyzing data to test the hypothesis and develop a conclusion.

6) applying a conclusion to new situations.

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LEARNINGS FOR OBJECTIVE 1)

Recognizing a Problem

Consumer Competency for Inquiry: The consumer will use at a level of mastery the inquiry process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Inquiry,** the learner will demonstrate use of the inquiry process at a level of mastery by

1) recognizing a problem which defines a purpose for inquiry and states clear and specific questions that guide the inquirer and limit the scope of research.

Suggested Learnings

page

Let's find out 41

In what ways 44

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LET'S FIND OUT

This group inquiry model contains the process of academic inquiry and the democratic process. While functioning as a cooperative group, the learners develop a spirit of inquiry.

You might first carry out this strategy with a few learners; and from this group, you may choose leaders for the learner groups. The learner groups are most workable with 8-10 persons per group. The leader is responsible for keeping the group involved in learning.

Show the cartoon, page 97, or present some alternate puzzling situation. This situation should end with a question to be puzzling enough to stimulate group discussion.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Look at this cartoon *(page 97).*	
Why might something like this occur?	The price of food is high and the shopper is protesting.
What might be the shopper's motive?	The woman has several children at home, and they are hungry. The woman is angry because food prices are higher than ever before in history.
From our discussion, what might we need to explain, or what can we investigate further?	Are food prices really higher than ever in history? What has caused food prices to be so high?
Which ideas do you wish to investigate or research as a group?	*(Learners agree on one idea and state the problem or hypothesis.)*
How can we get information?	Read through periodicals of different decades to see what certain food items cost. We could talk with grocery store owners, or members of the Meat Cutters' Union or the cattlemen's Association or write to agencies like the USDA.

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Suggested Teacher Response	Possible Learner Response
You need to decide now how you will carry out the investigation, and who will do what. What are our tasks and who will do each? Who will organize *(polls, etc.)* **and who will** *(read, etc.)***?**	*(Learners organize as a group, deciding who will carry out certain phases of the investigation. They may decide to work independently, in pairs, or in small groups.)*
After we gather information, what will we do with it? How will it help answer our question?	
Is there anything you'd like me to do to help?	
When should we meet to check our progress?	*(Learners set a date.)*
(Continue the lesson after learners have had an opportunity to investigate their question.)	
We started out with the question, *(restate question developed by learners)***.**	
What possible answers do we have to our question?	
Let's share with the group what we have discovered thus far.	*(Learners share their findings.)*
What conclusions or inferences can we draw from the information you've gathered?	*(Learners may not have collected enough evidence or the right kind. The question may not have been directive enough. The method of collecting data may need refinement.)*
As you have been researching, have other questions become evident? What are some of these questions? How can we find information about them?	
(Note: This last phase is a recycling of the original activities. Further research can be done to reinforce the process of inquiry.)	

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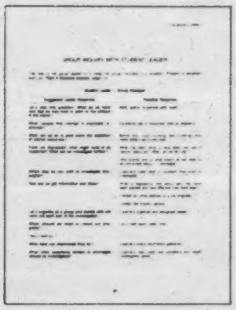
(Note to the teacher)
If you chose to develop group leaders who could direct group inquiry into other situatons, refer to ***Group inquiry with student leader*** *and* ***Then it became scarce,*** *pages 99, 101. Other topics which would puzzle your students might include: Is the practice of offering family rates to sports events discriminatory? At what age should credit be extended to a person? What effect could fake furs ultimately have upon the price of real furs?*



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IN WHAT WAYS

Central to recognizing a problem is understanding that related facts are not the actual problem. Many people, when asked to state a problem, respond with a fact related to the problem. **In what ways** is a technique that can be used to help focus on a problem.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
On a piece of paper write down something that you consider to be a problem to you as a consumer. What you write might be related to credit, bills, purchases, services, maintenance, selection, etc.	I can't get a credit card. I can't find slacks that fit me. My grocery bill is too high.
I notice that many of you wrote a variation of "I can't get a credit card." Would you next answer this question, "In what ways is the fact that you can't get a credit card a problem?" I'll write your answer on the board.	I always have to have cash if I want to buy something.
That is a fact. In what ways is it a problem that you always have to have cash if you want to buy something?	Well, there is a TV set on sale that I would like to buy, but I don't have the cash right now, so I won't be able to take advantage of the sale.
In what ways is it a problem that you do not have the cash to buy the TV on sale?	I'll have to pay more money by the time I have the sale price, because by then the set will be regular price.
Each time you answered "In what ways . . ." you mentioned more information about your problem. Look over your answers and state a *question* about your problem that begins with "In what ways . . .?"	In what ways can I take advantage of a sale price if I don't have a credit card?
If your question were answered, would the problem be solved?	Yes! I think so.
Good! One way to "get at" a problem is to identify a question which states in what ways something is a problem. Finding answers to this question will usually help us to solve the problem.	
What things might we do in order to find answers to the question *(restate learner question).*	Sometimes a store will let you pay over a 60-day period without charging you anything. We could ask the store. A bank or savings and loan might be of help. My neighbor has no credit cards, I'll ask her if she knows some ways.

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Suggested Teacher Response	Possible Learner Response
We'll discuss this question and ways to investigate it tomorrow, if you would like.	
Let us now go on to identifying someone else's problem. Who would like to start?	I can't find a pair of slacks that fit me.
In what ways is it a problem that you can't find a pair of slacks that fit?	*(Learners respond to the "In what ways" questioning of other problems.)*

(Note to the teacher)

It is possible that a learner will mention that a question like, "In what ways can I obtain a TV without sufficient cash on hand or a credit card?" could be answered, "By stealing the product." If this occurs, be ready to recycle the questioning to "In what ways is the stealing of an item like a TV set a problem to our society?", and toward "In what ways does the practice of stealing affect our society?"

Throughout the lesson you may choose to use students' wording of their questions and remarks. This will both facilitate communication and increase your awareness of the interest patterns of your learners.

*The **Let's find out** lesson on page 41 may be utilized to pool learners' resources for investigating problems identified.*

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LEARNINGS FOR OBJECTIVE 2)

Considering Tentative Solutions

Consumer Competency for Inquiry: The consumer will use at a level of mastery the inquiry process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Inquiry,** the learner will demonstrate use of the inquiry process at a level of mastery by

2) considering tentative solutions based on hypotheses derived from the learner's past experience, knowledge, and analysis of available data.

Suggested Learnings

page

Does it cut? 47

A fishy story 48

Once they were the same 50

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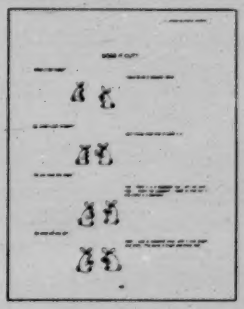
DOES IT CUT?

Learners become familiar with the concept of hypothesizing in this non-threatening, fun lesson.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Read *Does it cut?* *(page 103).* 	
The two rabbits have formed a hypothesis. What else was it called?	It was called a possible explanation.
What else could we call it?	A guess!
What did the rabbits do before they formed the hypothesis?	They told what they knew about diamonds.
What did they do before that?	They decided what the problem was.
To hypothesize, you first define the problem, then consider what is known in relation to the problem, and then the hypothesis is formed.	

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A FISHY STORY

Present a situation which implies a variety of tentative solutions to a problem. After the learners have identified tentative solutions to the problem, encourage the learners to write an analogy and develop hypotheses related to their analogy.

Situation:

As Joe was relaxing on a riverbank with his fishing pole beside him, he became annoyed because his friend, Abe, was catching many fish. Joe hadn't had a nibble on his hook all day.

"When you are fishing in exactly the same spot and the other guy is getting all the fish, it sure makes a guy feel like packing up and going to a fish market!"

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
I'm going to read a situation and ask you some questions about it *(situation above)*.	
To form a hypothesis, what did we learn was our first step?	Define the problem.
What seems to be the problem?	Joe isn't catching any fish.
After we know the problem, what is the next step?	After finding the problem, we look at everything we know that has any relationship to the problem.
Then, what do we know about Joe's problem?	We know that Joe and Abe are fishing in the same spot.
From what we know, what is a possible explanation or hypothesis we can make?	Since we don't know what Abe has on his hook, we can hypothesize that *Joe is using the wrong bait for the fish in that river.*
If we added to the story that Abe was using a minnow, what could the hypothesis be?	Fish in this river can be caught with minnows.
Now, if Joe put a minnow on his hook and began to catch fish, what could we conclude?	We could conclude that the hypothesis was true.
Let's summarize the steps of the process we used to reach the conclusion that our hypothesis was true.	We defined the problem, formed a hypothesis, gathered data, tested the hypothesis, and drew a conclusion regarding the truth of the hypothesis.

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Suggested Teacher Response	Possible Learner Response
In *A fishy story* two guys were waiting, but only one caught fish. How could this story be likened to a situation in a department store in which a sales clerk waits on customers out of turn?	As I was patiently waiting at a service counter in a department store with my intended purchase in my hand, I became annoyed because several people who got in line after me were waited on, but the clerk never looked at me. When you are waiting at the service counter and the other people are getting waited on, but the clerk won't pay any attention to you, it sure makes a guy feel like putting his purchase back and going home.
With our analogy, story, in mind, form a hypothesis about the service in the department store.	*(Learners independently form a hypothesis.)*

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ONCE THEY WERE THE SAME

The purpose of this lesson is to develop the learners' skills in searching and developing hypotheses. The learners are presented with a perplexing situation, then they are to ask questions that you, the teacher, may answer with only a "yes" or "no." The learners may call a conference with or without your being present and, at any time, may test an idea they have by proposing a hypothesis which explains what caused the situation.

If the learners keep rephrasing the same thought, your task is to help them determine what may be eliminated and what has been established so far. After the explanation has been developed, help the learners analyze the process they went through to reach this hypothesis. This is an important part of the strategy because it helps learners become conscious of their thinking process.

Additional information about this approach can be found in *Models of Teaching* (B. Joyce & M. Weil, Prentice-Hall, 1972, pp. 137-151).

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Today we are going to play a type of game. I will give you a situation, and you may ask me questions about it. The questions must be in a form that I can answer with a "yes" or "no." When you are finished asking questions, say "I pass." You may ask to have a conference or group discussion with or without my presence. You may ask to state a hypothesis at any time.	
Situation: I have two denim jackets which were exactly alike at one time. The jacket on the left is firm and crisp, and the jacket on the right is limp and wrinkled.	
Your task is to determine why the jackets are now different. *(If actual jackets are available, encourage the learners to examine them.)*	

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Suggested Teacher Response	Possible Learner Response
When someone has a question, please begin asking your questions.	
	Were both jackets made of the same fabric?
Yes	
	Has the jacket on the right been worn more?
No	
	Did you use the same detergent to wash both jackets?
No	
	Was bleach used?
No	
	Was either jacket dried or washed differently from the other?
Please restate the question so I can answer "yes" or "no."	
	Was the jacket on the left dried in a drier?
No	
	Were both jackets washed?
No	
	May I state a hypothesis?
Yes	
	One jacket was washed and the other was dry cleaned.
Yes, you are very close.	
	Was the jacket on the left dry cleaned?
Yes	
	May I state a hypothesis?
Yes	
	Washing takes something out of the fabric that dry cleaning does not, so the dry cleaned jacket looks newer than the washed one.
Yes, you developed a logical hypothesis about the differences between the jackets. Good thinking!	

(Note to the teacher)

At first learners will probably have trouble expressing how they are able to arrive at a solution. The following types of questions may be helpful to the analysis of their thinking process.

Questions you might ask include:

1. *Why did you ask a question about (detergent, bleach, etc.)?*
2. *What finally lead you to say (the hypothesis)?*
3. *How did you arrive at the hypothesis? (Student explains his process.)*
4. *What did you think when the answer to (the 7th question) was "no?"*

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LEARNINGS FOR OBJECTIVE 3)

Clarifying Terms

Consumer Competency for Inquiry: The consumer will use at a level of mastery the inquiry process in relation to consumer behavior.

Objective: Having completed the planned learnings in **inquiry,** the learner will demonstrate use of the inquiry process at a level of mastery by

3) clarifying terms and concepts, giving each a definite meaning so that relevant sources will be used to investigate the hypothesis.

Suggested Learnings

page

That is not what I meant 53

A la mode 59

Excuse me, but I think you are mistaken 63

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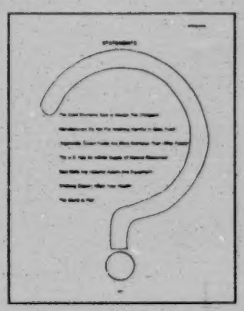
THAT IS NOT WHAT I MEANT

A variety of activities is suggested in this lesson which should help to convince the learner of the importance of using words to convey specific meaning.

Make a transparency of the statements on page 107, and locate an advertisement to use with this lesson.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Part A *Frame of Reference*	
You may have heard some of these statements *(page 107)*. 	
Were any of these statements thought to be true at one time but are not true now?	The world is flat. In Columbus' time people believed the world was flat.
When were they believed to be true? Were they considered common knowledge?	Some people still think that there couldn't be anything harmful in commercially canned products, but that isn't true. Manufacturers of baby food used to put M.S.G., or something like that, in baby food to make the food taste good to the mother even though M.S.G. might not be good for babies.
How could these statements have been true at one time and not be true now?	Scientists discover new things. People's beliefs change. New knowledge is discovered. People investigate something and find out it is no longer true or never was. People often accept statements or "news" without questioning.

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Suggested Teacher Response	Possible Learner Response
What is knowledge then?	Having knowledge is being aware of something. Knowledge is a group of facts about a particular thing.
What is fact?	Fact is something known to be true.
Who decides what is true and what isn't? *(Let students brainstorm the concepts of knowledge and fact.)*	Scientists and scholars decide what is factual. Each person decides what is true for himself. When something is true it's based on fact. Something is true when it is correct or right. Knowledge is being familiar with "what is."
Let's take your ideas about knowledge and make one definition with which we will all agree. *(Write on board: Knowledge is . . .)*	
Give me some examples of facts that scientists and scholars have observed to be true for a long period of time.	The earth rotates on its axis once in 24 hours. Every person is a consumer. Japan is an island.
Give me some examples of statements that were once considered to be facts, but time and research have shown to be invalid.	An airplane is the fastest means of travel. The President of the United States is Harry S. Truman.
There are statements that can be true for one person and not for another. What are some examples?	Chocolate milk tastes good. Sales are fun to attend. Country living is much more enjoyable than city living.

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Suggested Teacher Response	Possible Learner Response
How can it be true that *(use one of the learner's statements)* **is true for one person and not true for me?**	It depends on how you look at it. It depends on what you think is beautiful or exciting. "Beauty is in the eye of the beholder." It depends on who you are. Our past experiences may be different. Our cultural background may be different. Conditioning by society or parents can also make differences in values. Everyone has a special, unique way of viewing life. Each person's philosophy of life varies. Some people are just better thinkers.
Part B Perception through Hearing **Let's see what happens if we test our ideas about perception.**	
You have probably played the telephone game. Who will refresh our memory about how it is played?	You sit in a circle and someone whispers a statement into the ear of the person on your right, then that person whispers the message to the next person. You continue until the message has gone clear around the circle.
Yes, that's right. Remember that no one should say anything out loud. I'll start a sentence in each group *(Sample sentences below).* *(Sample sentences:* *A sporting goods store will put all their equipment on sale for half price at the beginning of the new year.* *This used car has two years left on the five year warrantee for parts and labor if it has any mechanical failure.* *Your telephone bill is for service a month in advance.)*	

(Note to the teacher)

When both groups have passed their message around, have the last person to hear the message tell the group what he heard. Then have the first person to whom you gave the message tell what he heard. Give the other group members an opportunity to tell what they heard. Then say the statement that was given originally.

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Follow-up questions:

What did this game show us about the way people hear things?
Could similar things happen during conversations in real life?
What happened to the meaning of each sentence as it was repeated?
How might you compare the meaning you understand from a sentence with the meaning that someone else understands?

Suggested Teacher Response	Possible Learner Response
Part C Perception through Sight	
(Note: Show the picture portion of an advertisement to the class without disclosing any personal feelings you may have about the picture or the product.)	
Think about the picture and write your reactions to one of these three questions. I'll put the questions on the board. **1. How is this picture related to your life?** **2. Describe any experiences you've had like those you see in the picture.** **3. Describe something or someone you know which is like the picture.**	
(Note: Give the learners the amount of time you feel is necessary to react to the picture. You may find it helpful to partake in this activity yourself.)	
Why do you think we had so many different ideas about this *one* picture?	Everyone sees things differently. We all have had different experiences that we remember or are called to mind by something like a picture.
(Note: Encourage learners to search out this idea and reinforce the concept that people perceive differently due to different frames of reference.)	

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Suggested Teacher Response	Possible Learner Response
Part D	
We have identified some statements that are considered to be fact now or at some time. We experienced in class the changes in meaning that may occur when a message is passed from one person to another, and we have observed that people see things differently. Taking these things into account, what would you need to know before you could decide if the following sentence is accurate?	
Consumer demands increase prices.	Who said so?
Explain further.	A store owner might say something like that, but I might not see things the same way he does. It might have been on the news and someone might have repeated it and changed the meaning.
What do you suppose a store owner who made this statement might have in mind?	He might mean that consumers buy stuff in fancy packages, and that the packaging costs more.
Think of something that you have demanded or wanted to demand from a store. Tell me about what comes to mind.	I bought a record that had a scratch in it. I really had to push to get my money back. A clerk tried to charge me too much for a sale item at the grocery store. I have a friend who makes the meat man unwrap items like pork chops so he can see what he's getting.
Good examples. Now answer another question. What are some things that you know have gone up in price in the last year.	Some clothes cost more, paper products, certain imports, etc.
You have mentioned a variety of things that you have demanded or requested of stores and some items that have increased in price. It doesn't seem to have helped us to determine if consumer demands increase prices. What influence could a person's frame of reference and perception have upon the truth of the statement?	A store owner might be referring just to some demands that have increased prices. I might just say it was true because I know of some instances where it seems to be true.
What would you have to know before you could believe any statement about consumer demands?	What kinds of demands. All consumers? I'd have to know if it meant all of the time, or part of the time.
Which words in the sentence are not clear?	"Consumer" "Demands"

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Suggested Teacher Response	Possible Learner Response
Do we know if increases of a fraction of a cent are included?	No, add the word, "increase."
What else about the sentence might lead to more than one interpretation?	"Prices," I guess, because it could mean wholesale or retail.
What other things do we not know about the sentence?	We don't know anything about the quality of the observation. We don't even know if it means here where we live.
You are so right. Restate the sentence, Consumer demands increase prices, in a way that makes its meaning clear. Don't be concerned if your new sentence is true or false.	Consumers who spend under $100 per year on clothes demand a quality of construction that costs more to manufacture today than it did a year ago.
What makes the meaning of your sentences clear?	We were specific. We tried to use words that would mean only one thing. Our sentences seemed to get long. Is that all right?
Sometimes. Another way to express an idea is to add definitions for those words which might be misleading.	

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A LA MODE

This lesson focuses on skills which aid the learner to determine the meanings ascribed to words and terms.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Consider the cartoon *(page 109)*.	
What would probably happen next in the restaurant scene shown in this cartoon?	The waitress would ask what kind of pie he would like. She might give him a dirty look.
Suppose the customer has only 50¢ in his pocket, what are some things he'll think about?	What does "a la mode" have to do with pie?
How might the customer feel?	Confused.
What must both the customer and the waitress recognize before the order can be taken?	They have a communication problem. They have different ideas about what the term "a la mode" means.
Consider only the information in the cartoon. What kinds of meanings does the customer seem to have for "a la mode"?	Something to eat. He might think it is sweet.
What does the waitress probably think "a la mode" means?	Ice cream served with pie — on pie.
"A la mode" is a French term. Who knows what the actual translation is?	Webster's dictionary says, "According to the fashion, stylish, topped with ice cream."
Let's pretend that we are trying to help the customer and we first tell him that "a la mode" means "topped with ice cream." Then he orders "coffee, a la mode." What might we do next to help him?	If he had more than 50¢, I'd just tell him to order "pie, a la mode." You had better find out what kind of pie he might want because he might think "gooseberry" is a meat dish.

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Suggested Teacher Response	Possible Learner Response
Look at the menu. What other choice might he be able to make?	He can just order coffee. We don't know, but he might be able to order just a dish of ice cream.
Could he order "chocolate cake, a la mode"?	Maybe, we don't know really what he wants. Will a restaurant serve "cake, a la mode"?
I don't know. **As we discussed the cartoon, you may have been thinking that the customer should have been able to figure out that "a la mode" was a rather low price to be ordered by itself, or that he could have asked the waitress what "a la mode" means.**	
Tell me some general things we can do if we want to know how a term is being used.	If it is in a sentence, you can sometimes tell what the meaning might be. Look in a dictionary. Find it in several places and compare the ways it is used. Listen to other people talk. In some classes we've been taught that roots of words help us to know what a word means.
You have many good ideas. **There are other ways also.** **I have a list of words or terms, the meanings of which you may know. When I say each term, write your first thought about its definition on a piece of paper. Just write what you think it means.** **inflammable** **reprocessed** **spouse** **pottle (not bottle)** **"A"**	

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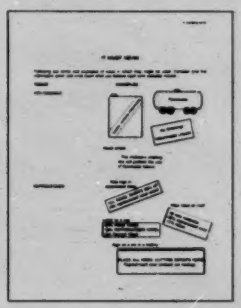
Suggested Teacher Response	Possible Learner Response
You may share your responses.	*(Learners compare their answers.)*
You probably agree on some terms and disagree on others. Using the information on *It must mean*, decide upon a meaning for each term *(page 111)*.	
	
How did you do? Tell me which of the following sentences are probably true and which are probably false.	
Flammable and inflammable mean the same thing.	True
An inflammable substance won't burn easily.	False
Reprocessed wool is a synthetic fiber like nylon.	False
A reprocessed wool coat could be made from old clothes that were donated to charity.	False
A spouse is always a married person.	True
Spouse means female.	False
A pottle is a two quart container.	True
It is possible to buy a quantity of milk equal to a pottle.	True
"A" always means the best.	False
"A" can be used to represent some category that is neither the best nor the worst category.	True

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(Note to the teacher)

Question learners to reinforce the conscious use of the variety of techniques which are used to determine or clarify the meaning of terms. Questions the teacher might ask include:
What clues in the handout, ***It must mean,*** *helped you most as you looked for the meaning of the terms?*

How did you use these clues?

What clues did you decide not to use?

What are some ways you could have used these clues?

What suggestions do you have that would help someone determine the meaning of an unfamiliar word?

If you were in a foreign country, how would you be able to buy something if none of the sales clerks spoke your language, and you did not know the language printed on the labels?

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EXCUSE ME, BUT I THINK YOU ARE MISTAKEN

The words "all" and "none" often are used inaccurately in areas of consumer education, thereby creating false views or impressions. This game forces the learner to define terms and set limits on the meanings of the terms and the phrases with which he communicates.

The object of the game is to identify correct and incorrect uses of the words "all," "most," "some," "few," and "none." The game is designed for groups made up of two players, or two opposing teams of players, with one umpire per group.

PROCEDURE:

The learners form groups of two opponents or two teams with an equal number of players. Each group must have an umpire to judge the validity of challenges and to be a time and score keeper. The umpire may *not* be a member of a team.

A pack of statement cards is given to the umpire. Play begins with the first person on the right of the umpire and "volleys" back and forth between the following members of each team. A time limit is set for challenges. One minute per challenge and one minute per defense is usually sufficient.

The first player 1) draws a statement card from the deck held by the umpire, 2) selects one of the adjectives listed below to use in his statement, and 3) reads to his opponents the complete statement with one adjective inserted. The words "of the" may be added at the beginning of a statement when necessary. Each team member challenges or defends a statement independently of his team members. Other team members may challenge only after the first challenge is lost.

The reader scores points for successfully using an adjective in his statement as follows:

ADJECTIVE	SCORE
all	5
most	3
some	1
few	3
none or no	5

After the player reads a statement, only one opponent at a time may challenge the accuracy of the statement. To challenge, the opponent must say, "Excuse me, but I think you are mistaken." The player responds, "How do you know?" The opponent must then defend his challenge with appropriate information in a set amount of time. Statistics may be used **only** when documented sources are available. Participants use their personal knowledge and experience to "sell" a case. The defending player is then given the same amount of time to support his stand. The teacher may decide to allow references if time permits.

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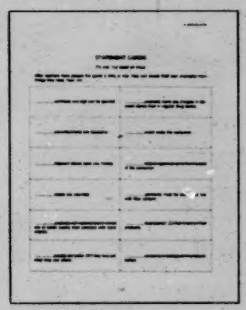
With the aid of the umpire the participants determine which side deserves points. The umpire makes the final decision in the case of an unsettled dispute. When the umpire is not able to make a judgment or decision, neither player scores points. These unsettled disputes may be used as topics for inquiry and discussion for later classes.

The opponent scores 2 points for successful challenges and loses 5 points for unsuccessful challenges. When one opponent unsuccessfully challenges a player, another team member may wish to challenge. Each player challenges and defends a statement individually. No team collaboration is allowed.

Players alternately take turns until game score is reached. The game is completed when 25 points are scored or when the statement cards are depleted.

To prepare for the game, cut apart the **Statement cards,** page 117.



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LEARNINGS FOR OBJECTIVE 4)

Collecting Data

Consumer Competency for Inquiry: The consumer will use at a level of mastery the inquiry process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Inquiry,** the learner will demonstrate use of the inquiry process at a level of mastery by

4) collecting data and evaluating data sources for accuracy, credibility, and relationship to the hypothesis.

Suggested Learnings

page

How do you know? 66

What are you assuming? 67

Fact or opinion? 69

Who says so? 71

What do you accept as evidence? 73

Is it relevant? 75

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HOW DO YOU KNOW?

You may wish to use the following activity, or a similar one you prepare, to introduce the question of **How do you know?** to your learners.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
What do you know?	I know my name is *(learner's name)*.
	I know I go to school.
	I know the wall is green.
How do you know?	I just know.
I know I am a giraffe.	It isn't true.
What evidence do you have? How do you know?	You don't sound like one.
	You don't look like one.
What are the qualities of a giraffe?	Giraffes have spots, giraffes have a very long neck, giraffes eat grass, and giraffes have four legs.
	(Learners must agree on the characteristics of a giraffe if they are to agree that the teacher is not one.)
Then how do you know I am not a giraffe?	You are not a giraffe because you do not possess any of these qualities.
Therefore, how do you know what something is?	You could find out what qualities the thing has and then match it to objects that have those qualities.

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WHAT ARE YOU ASSUMING?

One or more problems of the following type may be given to learners independently or as a group. Learners could also develop similar problems to try on each other. These experiences help learners form questions to guide them in gathering data. Read the following problems and/or print them as a learner handout.

Problem #1:

Your friends, John and Mary, ask you to settle an argument. They cannot decide whether to buy a new Spin phonograph record of a favorite tune or a Flip cassette tape of the same hit tune. Mary says, "But I've never heard of Spin Records. It must be a shady outfit."

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Do you have enough information to decide whether to buy a Spin or a Flip recording?	Yes No
What are the facts?	The favorite hit tune is on both Spin and Flip recordings.
Is it a fact that Spin Records is a shady outfit?	It may be. We don't have any evidence from the examples given to be able to say Spin is a shady outfit. It sounds like that is just Mary's opinion.
What questions must be answered in order to get evidence?	How long has Spin been in existence? What are the total sales of Spin records each year?
What are you assuming?	The longer a company has existed and the greater its total yearly sales, the more likely it is that the company is reputable.
Where could we get more evidence?	Better Business Bureau National Chamber of Commerce

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Problem #2:

Mrs. Smith is discussing her latest problem with her neighbor, Mrs. Jones. Mrs. Smith's son, Tommy, is planning to enroll in the ABC School of Computer Processing in a city in another state. Tommy has a brochure stating that 100% of the graduates of the school are placed in high paying jobs. The brochure includes a picture of a computer and states that all work can be done in one year by correspondence. The tuition is $695.00 and can be paid at $75.00 per month. Tommy thinks it is a great plan. He can keep his part-time job, study, and live at home. Mrs. Smith isn't so sure.

Suggested Teacher Response	Possible Learner Response
What kind of evidence do you have?	The brochure from the school which states the cost of tuition and monthly payments.
How could one find out if Tommy is right?	Visit the school, if possible. Ask some of his friends. Ask companies if they use that brand of computer. Look in magazines like *Changing Times* for an article about computer schools. Check with the State Accreditation Department, the State Attorney General's Office, or a high school counselor. I saw materials from the Federal Trade Commission on choosing schools.
What questions must be answered in order to get evidence?	How long has the school existed? How many graduates are employed and for how long?
What are you assuming?	The longer a school has existed and its graduates have been employed for long periods in permanent positions, the more reputable the school.

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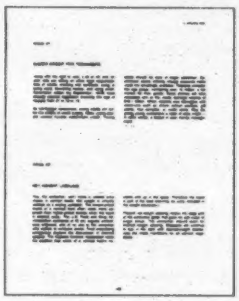
FACT OR OPINION?

Popular sources of information often integrate facts and opinions. This lesson provides the learner with classroom practice in differentiating statements of fact from statements of opinion.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
The article, *Easier credit for teenagers*, might have appeared in the newspaper *(page 123)*. 	
Read the article and determine which statements are fact.	Seventeen states have passed legislation lowering the age of majority from 21 to 18 or 19. Along with the right to vote, 18- and 19-year olds are taking on other responsibilities of adults.
What evidence do you have to support what you say are facts?	
Which statements are opinion?	Many young people can't handle installment credit. Department stores make credit too temptingly available.
What kind of evidence do we need to make conclusions about the truth or falsity of these statements? How can this evidence be gathered to support the statements made?	Research shows that . . . A study done in colleges shows that teenagers spend . . . A public poll in our town would show how teens feel about the pitfalls of credit.
What kind or amounts of evidence are necessary to support statements of opinion?	If a public survey or poll is carried out, it should be done with a representative sample of people with enough responses so that the survey isn't slanted or biased.

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Suggested Teacher Response	Possible Learner Response
Does the person or agency stating the opinion make a difference?	Yes. Authorities on a topic, such as doctors giving their opinion about a drug, carry more weight than the opinion of the next-door neighbor. Maybe. It depends on the topic. For instance, I question what authority well-known movie stars have when giving their views on political situations. What makes their view more important or valid than mine? No, if the person stating his opinion has no authority.
Can we accept what authorities say?	Well, who is an authority? We can't accept what all authorities say. Because a person is an authority in one area doesn't mean he is an authority in other areas.

(Note to the teacher)
Choose a newspaper article relevant to your learners and pursue the same line of questioning.

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WHO SAYS SO?

Part of *knowing* involves degrees of certainty which include weighing the soundness or credibility of the source of the evidence. Rather than being concerned if learners answer the questions correctly, use the two guidelines below for analyzing the lettered statements that follow:

1) what the learner had to think about;

2) what they had to know in order to make the response.

These statements can be printed as a handout or written on the chalkboard:

a) An advertisement says that professional people benefit greatly by belonging to the ABC Book Club.

b) The Sunday newspaper reports a study which found that people who read more books spend their money more wisely than do those who read few books.

c) A study done by the Advertisers' Council reports more books being sold in 1972 than in 1965.

d) The *New City Times* reports there are more book clubs today than ever before.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Which of these statements would you most likely believe?	I think . . . is true.
Which statement would you least likely believe?	I don't believe . . .
What evidence do you have to support the statements?	I just know. I've read in . . . that ads are not reliable sources.
What do you need to know to believe these statements?	How credible or reliable are the sources? Who did the surveys? What is the Advertisers' Council? What do I know about it? What is the *New City Times?* What can I find out about its reliability?

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Suggested Teacher Response	Possible Learner Response
Let's suppose you pick up a newspaper tomorrow and you begin reading the first page. What general guidelines can you use in deciding if you will accept what you read?	I have to think about the source. We must consider how reliable each source is.
Go home tonight and listen to the radio or TV or read the newspaper or a magazine, etc. Tomorrow you will report: **1) what you heard or read** **2) whether or not you accepted it.** **3) how you made the decision to accept or not accept what you heard or read.**	

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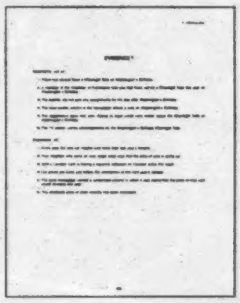
WHAT DO YOU ACCEPT AS EVIDENCE?

Evidence is necessary before one can be sure of something. Often people are willing to accept a statement without any evidence to support it. Use the following experience for deciding when and how to accept evidence.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Write *Evidence?* statements on the chalkboard or distribute copies to learners *(page 125)*. 	
To *know*, one has to look for evidence. What kind of evidence do you accept in knowing about something? For example, let's say you want to know whether or not there will be a Moonlight Sale on Washington's Birthday. First you gather some information.	
Look at the evidence you have gathered. You want to predict correctly so you and your family can plan ahead. If there is going to be a Moonlight Sale, your parents have said they will not go bowling so they may go with the family to the sale.	
Is statement 1 alone enough evidence for saying "Yes, there will be a Moonlight sale on Washington's Birthday"?	Yes, I'd go unless I heard otherwise. Well, maybe I'd be pretty sure there was a sale. No, I'd be skeptical.
Because something has been done before does that mean it will always be done?	Usually it does. Maybe not always, but we're pretty sure of it. No, nothing is ever certain.

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Suggested Teacher Response	Possible Learner Response
Consider statement 2. If someone tells you that there will be a Moonlight Sale, is he right because he is a member of a civic organization?	He *should* know. I'd believe him. It depends on who told me. Some people like to play jokes. No, he could be wrong. He could have missed a meeting at which something different was planned for this year.
As you get more and more information, do your chances of predicting become more accurate?	They should. More evidence either supports or disproves an idea.
Even with all this information, can you say for sure that you ABSOLUTELY know that there will be a Moonlight Sale?	Is anything ever *absolute* before it happens? What is absolute? Can we ever be sure of anything? Let's find some things about which we are absolutely sure.
What might happen to prevent the Moonlight Sale from being held?	Severe storms; a change in the date of the legal holiday; an epidemic; or a power shortage.
Would you accept any statement alone as evidence that there will be a Moonlight Sale on Washington's Birthday?	Yes, . . .
If yes, why would you consider that statement alone as evidence?	No, . . .
If no, would combining all the evidence increase the chances that there will be a Moonlight Sale on Washington's Birthday?	

(Note to the teacher)
A second list of Statements which might be more appropriate for your group of learners appears on page 125. This list pertains to the topic, The best time to buy a car.

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IS IT RELEVANT?

Another skill involved in knowing is the ability to differentiate between relevant and irrelevant data. The following exercise is typical of ones you could construct to assist learners in this discrimination.

Provide the learners with a situation and data such as that provided below, as a basis for discussion in the following lesson.

Situation:

John is planning to buy a portable television set for his own use. He wants one that is relatively trouble-free. He is gathering information to help him determine which of these three sets to buy: ABLE, EXCEL, OR FINEST.

1) The tag on ABLE TV indicates that it weighs only 12 pounds.

2) The salesman at the A-1 TV Store says that FINEST TV is the best buy on the market.

3) John's brother who is a TV repairman says that ABLE TV's require the fewest repairs.

4) *Consumer Reports* rates ABLE TV as a "best buy."

5) The A-1 TV Store is the largest store in town.

6) The local newspaper carries advertising every week for the A-1 TV Store.

7) Two of John's buddies have EXCEL TV sets and think they are great.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
What is meant by relevant?	Related Meaningful Useful
Which items are really relevant to John's decision? Why?	Items 3 and 4 are relevant. I think items . . . and . . . are.
Which are not?	The fact that the A-1 TV Store is the largest store in town doesn't relate to the information John is looking for.
Why not?	
Now that John has decided which information is relevant and which is not, what should he do?	Look at the relevant information and decide which is most reliable or worthwhile.

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LEARNINGS FOR OBJECTIVE 5)

Analyzing Data

Consumer Competency for Inquiry: The consumer will use at a level of mastery the inquiry process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Inquiry,** the learner will demonstrate use of the inquiry process at a level of mastery by

5) analyzing data to test the hypothesis and develop a conclusion.

Suggested Learnings

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Is it true? 77

Puzzled Penny's problem 79

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IS IT TRUE?

One step of the inquiry process is to test the hypothesis and develop a conclusion. To test a hypothesis, it is helpful for learners to see how the hypnothesis relates to information being gathered and from this comparison, draw a conclusion. Two examples are given below. In one example the hypothesis is shown invalid; in the other example, it is shown to be true. One or both examples may be used.

Tell the learners that you are going to give them an imaginary hypothesis and imaginary data. After the learners have received the information, guide them in testing the hypothesis and developing a conclusion.

Example #1:

HYPOTHESIS: Bing-a-lings, a prescription drug, are hazardous to your health.

DATA:

1) Mr. Smith, who developed an ulcer, was told by his new physician that taking Bing-a-lings had been the cause of his ulcer.
2) Mr. Trams takes 5 Bing-a-lings a day and is in good physical condition.
3) Bing-a-lings were banned from the market in six states because of their potentially harmful nature.
4) ESA Pharmacy will not allow its pharmacists to fill prescriptions for Bing-a-lings because of the drug's effect on the human body.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Which data support the hypothesis?	Bing-a-lings caused an ulcer. Bing-a-lings were banned from the market because of their potential danger. Some pharmacists aren't allowed to dispense Bing-a-lings.
Which data do not support the hypothesis?	The statement about the man who takes Bing-a-lings and is in excellent health.
Which is stronger — agreement or disagreement with the hypothesis?	Agreement with the hypothesis.
What can we conclude from this evidence?	We can conclude quite safely that Bing-a-lings are hazardous to your health.

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Example #2:

HYPOTHESIS: Advertisements that are heard on the Future-box or seen on Futa-boards have no effect on the people who hear or see them.

DATA:

1) The Spar Tractor Company had a Future-box advertising budget of $20 billion in 1981 and $40 billion in 1982. Tractor sales remained the same throughout the 2 year period.

2) Cho-Cho Chow employed 30 people to demonstrate their product on a Future-box in a supermarket. A total of the week's sales revealed sales had doubled in comparison to the prior week.

3) Johnathan's Zinger Store was losing $300 daily. A month after buying ads on the Future-box and Futa-boards in town, Johnathan's was making tremendous profits.

4) Marcie's Market bought a Futa-board advertisement, expecting sales to jump "sky-high." The company was disappointed when sales remained the same.

5) Future-box and Futa-boards, Incorporated, received an award for increasing sales through advertising.

Suggested Teacher Response	Possible Learner Response
Which data support the hypothesis?	Doubling the advertising didn't increase sales. Futa-board advertisement didn't increase sales for Marcie's Market.
Do any data not support the hypothesis?	Cho-Cho Chow doubled their sales after a Future-box advertisement. Johnathan's Zinger Store made profits after advertising on the Future-box and Futa-board. Future-box and Futa-boards, Inc. received an award for increasing sales.
Which is the stronger — agreement or disagreement with the hypothesis?	Disagreement with the hypothesis.
What can we conclude?	There was more evidence that said advertisements on the Future-box and Futa-boards increased sales than that advertisements didn't affect sales. So we could conclude that the hypothesis, Advertisements that are heard on the Future-box or seen on Futa-boards have no effect on the people who hear or see them, is invalid.

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PUZZLED PENNY'S PROBLEM

Inquiry or attacking a problem involves recognizing a puzzling situation, wondering about it, questioning, proposing a hypothesis, and investigating until one decides if the hypothesis is reasonable. When the individual cannot live with this hypothesis or the consequences of it, he begins the process of inquiry anew.

In the following learning activity the process of inquiry will be used to solve **Puzzled Penny's problem.** Encourage the learners to question and speculate about all possible causes of her predicament.

Before class prepare the following:

Make a transparency of **Puzzled Penny's problem,** page 127. On the transparency of **Puzzled Penny's problem,** color the one daisy (in the center of the garden) yellow or any bright color with a transparency pen.

Make a copy of the **Wonder chart,** page 129, for each member of the group.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
Today is a questioning day. I'm going to let you ask all the questions you want about a puzzling situation. Look at *Puzzled Penny's problem (page 127).*	
What do you think is puzzling Penny?	The package in her hand. The daisy in her garden. What happened to the other daisies? Where to plant more flowers. That someone played a trick on her and planted one daisy in the middle of her garden.
All of these could be puzzling her. Is any one more likely than the others? Why?	The seed package because she looks like she's reading it.

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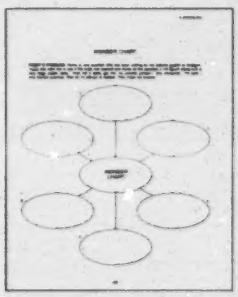
Suggested Teacher Response	Possible Learner Response
Let's read about Penny's situation and find out what her problem is:	
Penny worked very hard this year preparing her garden to plant a new bed of petunias. Each spring Penny plants these brightly colored annual flowers. Today she went out to see if the buds had opened. As she went to the backyard, Penny said, "Hello!" to her next door neighbor, Mrs. Thomas, who was filling the bird feeder with seed. They stood together and watched the Robins and Spotted Jays bathing in Mrs. Thomas' bird bath. After saying goodbye to Mrs. Thomas, Penny went over to her garden and found the petunias in full bloom. But there in the middle of her purple petunias was one very large yellow daisy. "How did this daisy get into my petunia garden?" she wondered. "I'm sure I only planted petunias. Yellow daisies are perennial flowers, and I've never planted any perennials. Besides, I wouldn't have planted daisies; I'm allergic to daisies; they make me sneeze. "How did this daisy get in my garden?"	
What is the first thing to do when you are puzzled about something?	Figure out what the problem is.
Now that we have heard Penny's situation, what can we say is her problem? Was one of our ideas correct?	How the daisy got in her garden is her problem.
(Note: Whatever problem is identified by the learners, it must be a reasonable problem which is limited in scope so that it could be researched. For example, if Penny's problem is said to be: "Penny is very confused" or "Penny isn't very smart because she is concerned over one stupid flower," you will have to guide the learners to state a logical and researchable problem. "Penny is confused" and "Penny isn't smart" are not limited enough in scope to research. When learners have stated a problem, give each a copy of the ***Wonder chart,*** *page 129.)*	



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Suggested Teacher Response	Possible Learner Response
In circle 3 on the *Wonder chart*, write the terms that we have defined.	*(Learners write terms and words in circle 3 on the chart.)*
Now that we have defined the terms we will be using to answer Penny's puzzle, let's test our hypothesis that *(fill in hypothesis chosen)*.	
To investigate our hypothesis, we have been given a few clues. We must test our hypothesis against the evidence provided in the clues. *(See the additional clues to Penny's Puzzling Situation.)*	
If the evidence does not support our hypothesis, we will propose a new hypothesis and test it against the clues.	

(Note to the teacher)
Below is a list of clues to the puzzle. These are the only clues available for evidence. An answer to the puzzling situation must be based on this evidence alone. Use ***only*** *the clues that match the hypothesis being tested. If the hypothesis was not suggested, for example, that birds in the nest above the garden could have dropped a daisy seed, then* ***do not*** *read the Birds in Nest clue.*

ADDITIONAL CLUES TO PENNY'S PUZZLING SITUATION

Birds in Nest	— These birds are Spotted Jays. Penny read that their diet consists only of worms and insects.
Blew over from Neighbor's Garden	— Mrs. Thomas, Penny's backyard neighbor, has a beautiful tulip garden. Every year people from garden clubs come to view and photograph Mrs. Thomas' tulip garden. She grows nothing but hybrid tulips every year.
Dog or Other Animal Carrying a Seed on its Fur	— There is a fence surrounding Penny's yard which is too narrow for cats and dogs to squeeze through.
Mrs. Thomas' Bird Feeder	— Mrs. Thomas has a bird feeder that she keeps filled with seed. The bird feed contains a variety of seeds including Shasta daisy seeds.
Package of Seeds	— On the back label of the petunia seed package there is a list of contents. It reads: This package contains 97.3% pure hybrid seeds — color purple and white variegated; 2% mixed flower seeds; and .7% grass seed.
Robins from Mrs. Thomas' Yard	— Robins often are in Mrs. Thomas' yard bathing in the bird bath and eating at the feeder. Penny read in a bird book that Robins and Spotted Jays are very compatible in the same surroundings.

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Suggested Teacher Response	Possible Learner Response
Write Penny's problem in circle 1 on your *Wonder chart.*	*(Learners write the problem in circle 1 on the chart.)*
Let's see if we can figure out how that daisy did get into the garden. It's fun to make guesses and question. So we will make all the guesses we can about this puzzling situation. We will study the entire picture to see if we can discover some ways the daisy could have grown in the garden. I *(or a group member)* **will make a list on the board of your guesses or hypotheses as you think of them.**	The seed blew in from neighbor's yards. Someone else could have planted it. A dog could have brought it in.
Really look at the picture and try to find clues.	It was in the ground the year before and hadn't grown till now. A daisy seed may have been mixed in with petunia seeds.
After studying the picture, are these all the possible sources of the daisy?	Birds dropped the seed.
From our list, write in circle 2 the most possible source of the daisy. *(Learners do not have to agree on choices here.)*	*(Learners write their hypothesis in circle 2 on their charts.)*
Before we can begin our search for further evidence, we will need to decide on the meanings of a few words in Penny's situation. It is important for all of us to use the same meanings for the words and terms in the situation, such as "annual flower." If we all use the same meanings, it will help us understand each other's ideas and give us a common understanding of the clues.	
What are some terms or words in the situation that need to be defined or given meaning?	perennial flowers annual flowers allergy or allergic petunia Shasta daisy crop bird feeder
In order for us to have a common understanding of these words, let's take the terms that you have identified and list the characteristics of the idea or object that distinguish it from other things.	*(Learners give their knowledge of the idea, concept or object, add resource definitions, and come to a mutual agreement on the meaning of the word or term as used in the situation.)*

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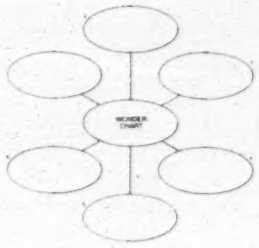
Suggested Teacher Response	Possible Learner Response
These are the only clues or evidence we have to judge the situation. Now as a group we will decide which of our possible hypotheses is most likely. We must base our decision on the evidence we have.	
(There is no one right answer. There are a few more logical and probable sources of the daisy. It is important to let the class inquire, discuss, and make the decision they feel is most likely.)	
Which clue(s) do you believe point strongly to the source of the daisy?	
Write clue(s) in circle 4 on your chart.	*(Learners write clue(s) in circle 4 on the chart.)*
In view of the clues we have, what conclusion can we make?	
(Try to get the class to come to one conclusion, but if some learners strongly disagree with the group, let them keep their own conclusions. There is no one right answer.)	
Write your conclusion in circle 5.	*(Learners write their conclusion in circle 5 on the chart.)*
Now that we have decided that *(fill in conclusion reached),* **what generalizations can we draw from Penny's situation?**	That a person should read the label on seed packages as well as other items to be sure he knows what he's buying.
To what other situations might your conclusions apply?	*(Learners write other situations in circle 6 on their chart.)*
Look at your chart. What is different about the items in circle 1 from the items in circle 6.	Circle 1 has what we thought the problem was. Circle 6 is what our conclusion might have to do with other situations.

(Note to the teacher.)
Draw on the chalk board a model similar to the one below. Ask the learners to explain the kinds of things which they generated in each step and write key words from their remarks within the appropriate circles. Knowing or memorizing the steps for attacking a problem is not the objective of this lesson. The goal is for the learners to understand and use the process.



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LEARNINGS FOR OBJECTIVE 6)

Applying a Conclusion

Consumer Competency for Inquiry: The consumer will use at a level of mastery the inquiry process in relation to consumer behavior.

Objective: Having completed the planned learnings in **Inquiry,** the learner will demonstrate use of the inquiry process at a level of mastery by

6) applying a conclusion to new situations.

Suggested Learnings

page

What might we conclude? 85

Tallyho! 88

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WHAT MIGHT WE CONCLUDE?

One approach to inquiry can be through inductive thinking. The following strategy illustrates how media can stimulate learners to think inductively. Inductive thinking involves identifying data and forming concepts; relating the data to each other and generalizing upon the relationships; and making inferences from the generalizations which can be applied to explain or predict new or other situations. This strategy focuses on the learners' ideas — there is no "right way" or "correct answer." The key word for the teacher to remember is *acceptance*.

The lesson is planned in sequential phases to promote learner thinking. The various phases are indicated to show the progression of the lesson. Topics that evoke many ideas and which can be grouped in several ways are ideal.

Procedure: Show a poster or bulletin board that is covered with many advertisements for a variety of products.

TEACHER — LEARNER DIALOGUE

Suggested Teacher Response	Possible Learner Response
CONCEPT FORMATION:	
1. Enumeration and Listing	
Look at this poster. There are many different things shown. Mention things you see, and I'll write your ideas on the chalkboard.	Toothpaste, people, cars, shampoo, color, large letters, women, men, children, babies.
What else do you see? Do you notice anything else? Really look for things. What more is shown here?	Large pictures, big blank spaces, not much writing, people smiling. *(Learners continue to list the many things they see.)*
2. Grouping	
As we look at the list, what items do you see that have something in common? What belongs together? Are there other items that are related in some way? Can you see other similarities?	Toothpaste and shampoo. Big letters and big pictures. People and women, men, children, babies. *(Learners continue to group items as they wish.)*
You've said these clusters or groups share something that make them belong together. What are your reasons for grouping these?	Shampoo and toothpaste are grooming items. We could put cars with the grooming items too because they are all things we buy. Big letters and big pictures are things used to get our attention.

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Suggested Teacher Response	Possible Learner Response
3. Labeling	
Look at each cluster. Can you think of a heading for each? **How would you title** *(shampoo, toothpaste)*? **What would you call this category?** **Is there a heading or subheading you could use for these?** *(Note: Accept titles the learners develop. Your suggestions could interrupt the process of thinking that has been started.)*	"People" can be a heading for women, men, children, babies. "Attention-getters" can be the title for big letters and big pictures. Color too, can go in that group.
GENERALIZATION	
1. Dimensions	
What did you notice about these groups? **What made you decide to put . . . and . . . together?** **What did you notice about all the things in the . . . category?** **Can you see that each item does fit into a group?** **What makes this group different from that group?**	Well, the cars and grooming products are things we actually buy. The other things — color, people, etc. are there to make us buy. *(Learners relate differences or any contrasts between the groups.)*
2. Relationships	
What relationship can you see between the . . . category and the . . . category? **Why is that true?** **Is that always true?** **Is there another way of relating . . . and . . . ?**	*(Learners explain the relationship between groups.)* The relationship of . . . to . . . is a direct influence on consumers buying a product.
3. Inference	
What might we conclude from what you have said? **What does all of this mean?** **Give a statement, really broad, which ties together all you've said.**	Advertisements make us buy things. Advertisements work on our emotions. *(Learners state other conclusions reached.)*
APPLICATION OF PRINCIPLES:	
1. Predicting	
Let's try out your generalization. What would happen if all ads were taken out of magazines and off TV?	We'd probably have a different economic system. Businesses would just collapse.

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Suggested Teacher Response	Possible Learner Response
Why do you think this would happen?	No one would find out about the products.
What would happen if all ads were required to state facts only — no fancy or leading phrases? **Why do you think that?**	We'd probably get more advertising in new and other forms.
2. Explaining	
Can you give other examples which make your generalization true?	*(Learners give other examples of situations.)*
If we lived in . . . or . . . would the statement still be true? **Why do you say that?**	. . . does not allow ads as we have them in our country. Everyone has the same thing. There isn't a variety from which to choose.
3. Verifying	
What would be an instance or example when this statement would not be true? Or would this statement always be true?	If ads presented only facts and no emotional appeal, perhaps the ads wouldn't have the influence they do now.
What would it take to make . . . true? **You've mentioned some instances where your statement is nearly true. Restate your thought and include any changes you'd like to make.**	

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TALLYHO!

The following activities are suggested to help the learner develop the inquiry process independently. Undoubtedly, there are other questions the learner will want to explore. Learners will vary in the number and kind of activities they will choose in order to learn the process.

The learner should determine where to look for information.

I. PUBLIC SURVEY OR POLL

— Construct and carry out a public poll or survey of the school or community to discover attitudes held toward finding and keeping a valuable object. Types of questions that could be asked are:

What would you do if you found a watch while shopping downtown?

What would you do if you found a $20.00 bill on the street?

— Conduct two surveys; one with high school students, one with the general public.

How do the responses differ?

What could cause these differences?

What generalizations can you make from the survey?

What evidence supports your generalization?

What further research might you want to undertake at this point?

— Suggested learner references for this activity:

Lobsenz, Norman M. "Finders, Keepers," *Woman's Day,* (August 1972), p. 86.

"Lost," *New Yorker,* XLVII (January 15, 1972), pp. 20-21.

"What should you do when you lose important documents," *Better Homes & Gardens,* XLVI (March 1968), p. 6.

II. FACT SHEET

— Construct a fact sheet concerning legal responsibilities related to finding a valuable *(in your state)*.

How do legal responsibilities in your state differ from *(state)* or *(state)*?

From this comparison what hypotheses can you make which account for the differences?

What evidence supports your hypotheses?

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— Suggested references:

Lawyers in the locale

Law books

State legislators

Attorney General's office

III. COURT CASES

— Find newspaper or magazine clippings about court cases arising from lost and found articles.

What were major factors that influenced the verdict?

Analyze cases as to the *real* issues involved. What were they? How do these issues relate to our society?

— Attend court when a case is being heard to determine ownership.

What kinds of generalizations can you make about the case?

State evidence to support your generalizations.

What other things would you care to explore at this point?

— Suggested references:

Newspaper archives

Lawyers

IV. INTERVIEWS

— Interview managers of businesses who display signs such as:

NOT RESPONSIBLE FOR LOST OR STOLEN POSSESSIONS

NOT RESPONSIBLE FOR PERSONAL POSSESSIONS UNLESS CHECKED

What is their interpretation of the sign?

How legally binding is the sign?

What can you conclude from the interviews?

— Suggested references:

Lawyers in the locale

Local business establishments

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V. PUBLIC SURVEY OR POLL

— Make a listing of words from rules and regulations posted in stores or labels on clothing:

WARM	NO PETS ALLOWED
COOL	RESPECTABLE APPAREL REQUIRED

— Prepare a poll or survey for definition of terms:

How warm is "warm"?

How cool is "cool"?

Which animal would you define as a pet? dog, rat, butterfly, etc.

What is "respectable" apparel?

— Questions:

What factors influence answers that are given?

How could a "universal" language or use of terminology be established?

OR should a "universal" language be established?

What are reasons for your answer?

— Suggested references:

Clothing labels

Business establishments

Public officials

VI. STORIES

— Have learners write stories about someone's reactions to finding a valuable. Learners can exchange stories or keep their own. Analyze the values the characters hold.

From observation of your community, what are the general values of the public? *(State evidence to support your answers.)*

What evidence can you show to illustrate that another community holds different values?

How are these values made evident in the laws of the land?

If you wished to change or influence a public value, what plan would you construct?

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Administering the Inquiry Process Post-Assessment

Having completed the planned learning experiences to develop the *Consumer Competency* for **Inquiry**, the teacher may wish to administer a post-assessment which is identical to the pre-assessment used.

A comparison of the pre- and post-assessment results indicates the extent to which learners have developed mastery of the inquiry process. This post-assessment provides evidence regarding each learner's ability to perform the objectives of the inquiry process. Such evidence is useful in planning lessons to meet the educational needs of the learners. The post-assessment results may be used to identify objectives for which the learners need further learning experiences. The results provide clues for selecting or designing learnings for continued and expanded experience with the inquiry process.

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ANSWER KEY FOR THE INQUIRY PROCESS ASSESSMENT ITEMS

The desired responses for the **Inquiry process assessment items**, page 3, are indicated below. For free response questions a *sample* response is provided. Learners may present a variety of different responses which also would be accurate.

1. B
2. D
3. C
4. What is the market for the type of bird house to be made?
5. A
6. B
7. A
8. B
9. A
10. D
11. D
12. B
13. F
14. A
15. E
16. C
17. D
18. D
19. B
20. A
21. Yes
22. No
23. Yes
24. Yes
25. No
26. Yes
27. Yes
28. No
29. A
30. A
31. A
32. B
33. B
34. A
35. A
36. A
37. A
38. A
39. A
40. A
41. A
42. B
43. A
44. C
45. B
46. B
47. D
48. A
49. C
50. C
51. D
52. B
53. B
54. What are the qualifications of the author of each article?
55. How was the information gathered?
56. NS
57. T
58. NS
59. F
60. PT
61. PF
62. T
63. F
64. B
65. A
66. B
67. The information does not support his hypothesis.
68. Lamb
69. D, E, H
70. B
71. A
72. E
73. Read the fabric labels carefully.

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MATRIX OF THE INQUIRY PROCESS ASSESSMENT ITEMS

You may choose to administer all or some of the assessment items depending on the age, interests, and abilities of your learners and your teaching situation. This matrix identifies which objective each item measures. There are several items which measure each of the objectives in the ***inquiry process.*** When constructing your test, include items to measure each of the objectives. After the learners have taken the test, knowing which items measure each objective will enable you to interpret each learner's mastery of the process.

Objectives	Number of the item
1) recognizing a problem	1, 2, 3, 4, 5, 6, 8
2) considering tentative solutions	7, 9, 10, 11
3) clarifying terms	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48
4) collecting data	49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 69
5) analyzing data	64, 65, 66, 67, 68, 70, 71
6) applying a conclusion	72, 73

SUPPORT SYSTEM FOR THE INQUIRY PROCESS

95/96

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"Hand over 2 beef steaks, 2 dozen eggs and a head of lettuce."

GROUP INQUIRY WITH STUDENT LEADER

The task of the group leader is to keep the group involved in a situation. Present a situation such as, **Then it became scarce,** page 101.

Student Leader — Group Dialogue

Suggested Leader Response	Possible Response
Let's take this question: What do we have now that we may have to learn to live without in the future?	Meat, space, household pets, water.
What causes this change in available resources?	Excessive use of resources. Natural disasters.
What can we do to slow down the depletion of natural resources?	Bathe less, stop building new buildings and make better use of old ones.
From our discussion, what might need to be explained? What can we investigate further?	What has been done to slow down the use of natural resources? What can we do now?
	How quickly and to what extent do we need to be concerned about . . . shortages?
Which idea do you wish to investigate thoroughly?	*(Learners state idea or problem they wish to investigate.)*
How can we get information and ideas?	Write to legislators. Ask about laws that have been passed and how effective they have been.
	Contact an urban planner or a city engineer.
	Contact the forestry service.
Let's organize as a group and decide who will carry out each part of the investigation.	*(Learners organize and designate duties.)*
When should we meet to check our progress?	Let's meet again *(date, time).*
(Next meeting)	
What have you discovered thus far?	*(Learners share information gathered.)*
What other questions related to shortages should be investigated?	*(Learners may state new problems and begin investigation anew.)*

THEN IT BECAME SCARCE

There was a day when almost everyone had his own horse in his own pasture. Then people learned to drive cars. For many years larger and larger cars were made. They were known as "gas gulpers." Then gasoline became scarce, and people rode bicycles.

There was a day when almost everyone had a home with a fireplace. But then the cities became covered with smoke, and man became too busy to cut logs. The romantic crackling fire was replaced by glowing electric logs. Then electricity became scarce, and man learned how to keep warm with the energy from the sun.

There was a day when man thought natural resources were unlimited, but he has had to learn how to conserve and make better use of his world. What may people have to learn to live without in the future?

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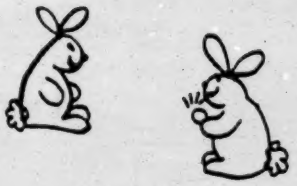
DOES IT CUT?

What is the matter?

I have found a beautiful stone.

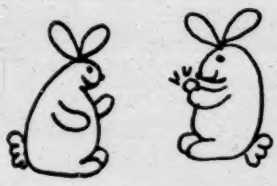


So, what's your problem?

I don't know what kind of stone it is.

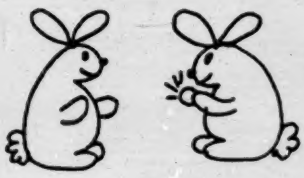
Do you have any ideas?

Yes, I think it is a diamond, but I am not sure. Hey . . . that's my problem! I need to find out if this stone is a diamond.



So what will you do?

Well, I saw a diamond once, and it was bright and shiny. This stone is bright and shiny, too!



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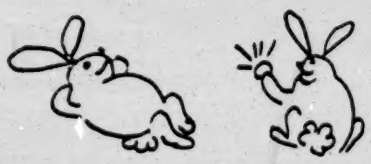
Boy, is it ever!

I have a hypothesis or a possible explanation. Because the stone is bright and shiny — this stone is a diamond.

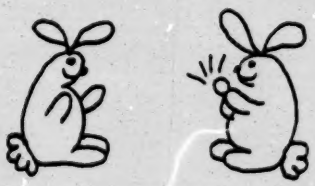
Do you really think so?

I also read that diamonds are so hard that they even cut glass.



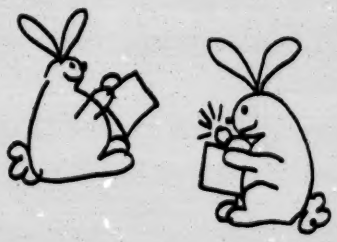
So!

Well, if I can cut glass with this stone, it is a diamond.



Here! I have a piece of glass. Let's try to cut it.

It doesn't cut! This stone doesn't cut glass; it cannot be a diamond. I guess my hypothesis is not true.



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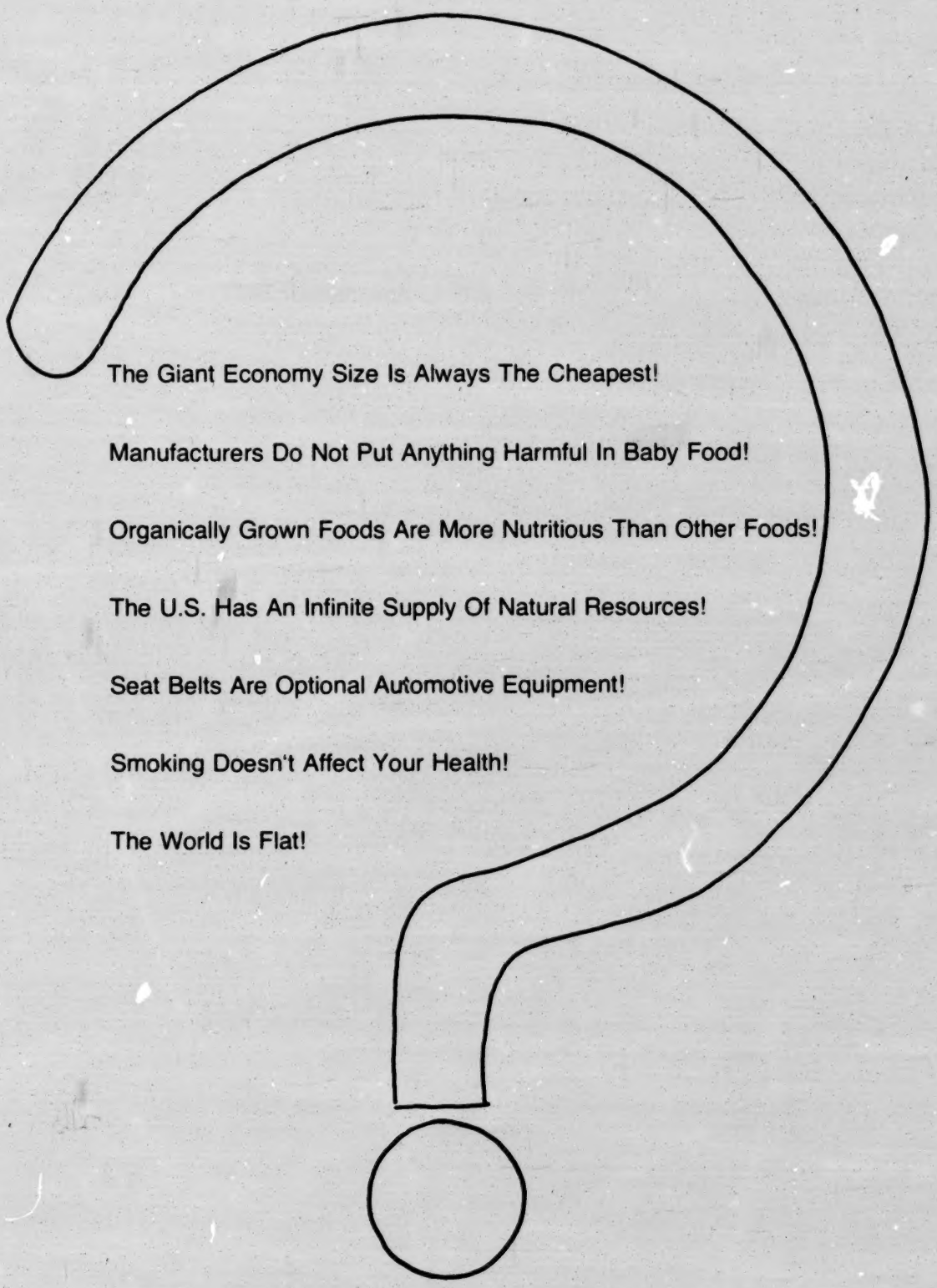
STATEMENTS



The Giant Economy Size Is Always The Cheapest!

Manufacturers Do Not Put Anything Harmful In Baby Food!

Organically Grown Foods Are More Nutritious Than Other Foods!

The U.S. Has An Infinite Supply Of Natural Resources!

Seat Belts Are Optional Automotive Equipment!

Smoking Doesn't Affect Your Health!

The World Is Flat!

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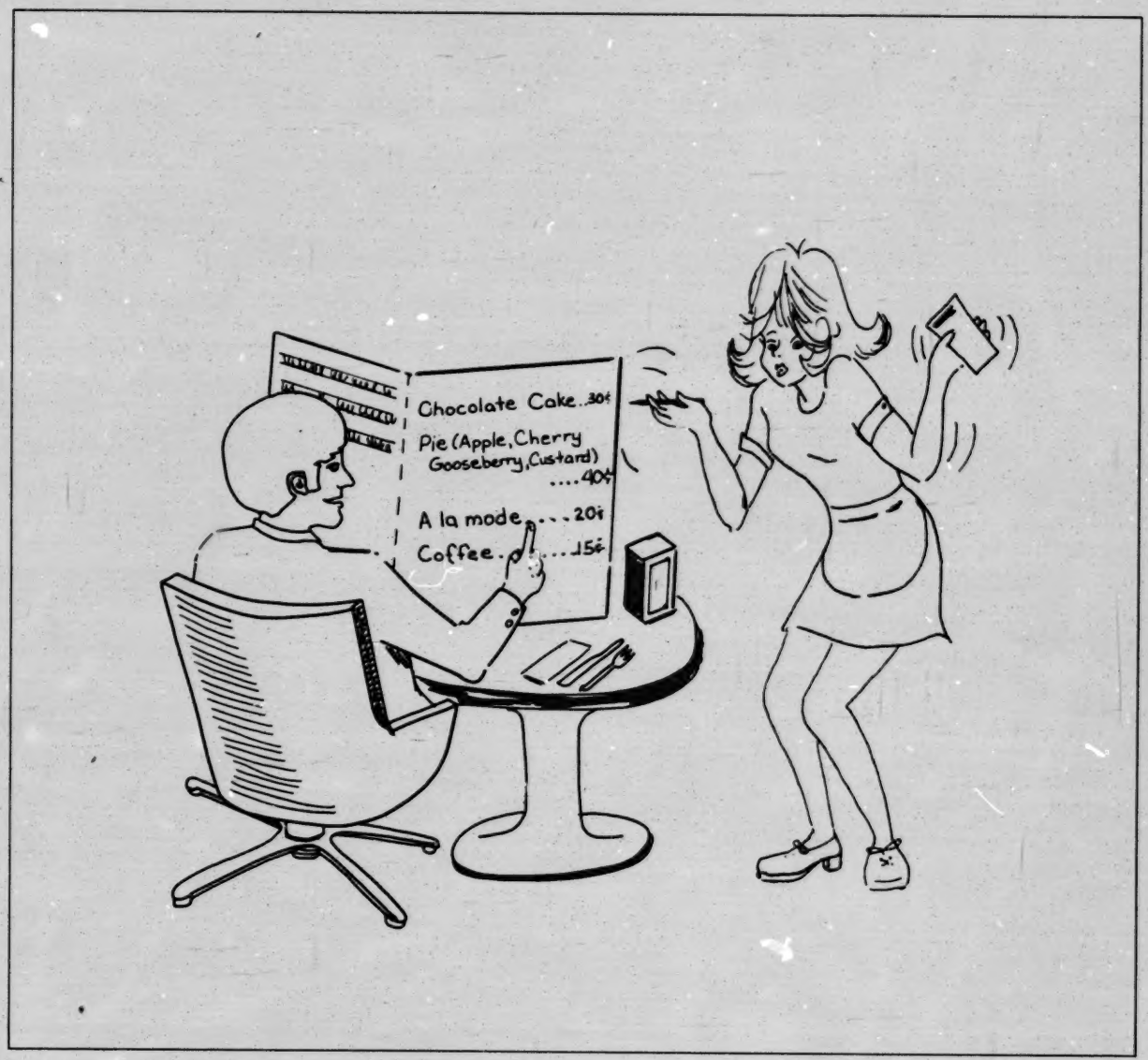

"I'll have the a la mode for 20¢."

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IT MUST MEAN

Following are terms and examples of ways in which they might be used. Consider only the information given and write down what you believe each term probably means.

TERMS **EXAMPLES**

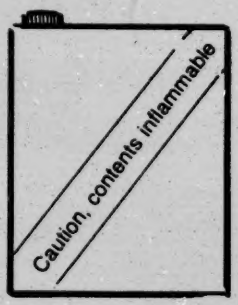
INFLAMMABLE

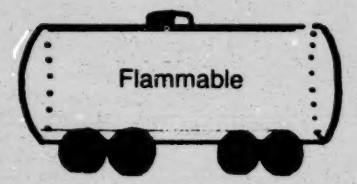
_____

_____

_____

_____





No Smoking!
Inflammable Liquids

News article:

The children's clothing law will prohibit the use of flammable fabrics . . .

REPROCESSED

_____

_____

_____

_____

Sale sign in department store:

ALL WOOL SHIRTS 50% off
(No reprocessed wool used)

Fiber label on coat:

All new materials
85% reprocessed wool
15% Nylon

Label on a rug:

50% PURE WOOL
50% REPROCESSED WOOL
(No Reused Wool)

Sign on a bin in a factory:

PLACE ALL WOOL CUTTING SCRAPS HERE
Reprocessed wool protects our ecology.

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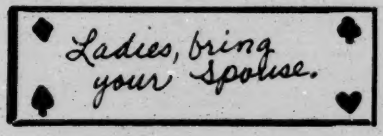
SPOUSE

Your Social Security Number
Spouse's Social Security Number



Credit application:

Name of Husband	Name of Spouse

POTTLE

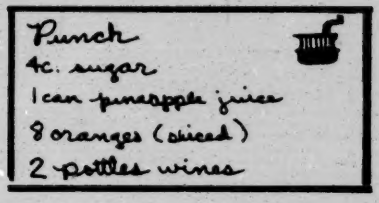
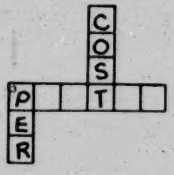


Table of Equivalent Measures:

2 cups = 1 pint
2 pints = 1 quart
2 quarts = 1 pottle
2 pottles = 1 gallon

Crossword puzzle:

3 across: a 2 quart container



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"A"

_____

_____

_____

_____

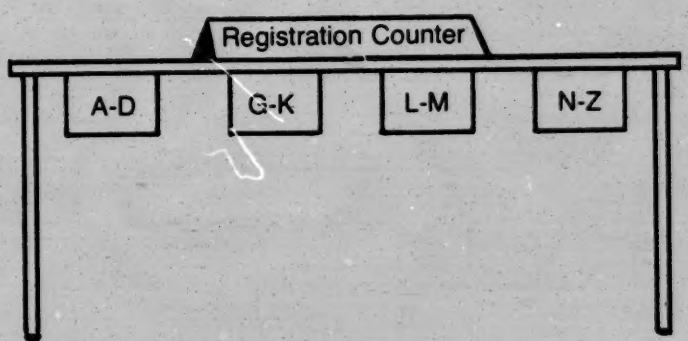
Grocery store sign:

Grade A eggs 70¢/dz.

Grade AA eggs 75¢/dz.

Used car advertisement:

All cars in A-1 condition.



Basketball tournament ticket price list:

Class AAA *(Schools over 1500)*	$3.00
Class AA *(Schools 1000-1500)*	$3.00
Class A *(Schools 500-1000)*	$3.00
Class B *(Schools under 500)*	$3.00

STATEMENT CARDS

(To use: Cut apart on lines)

After learners have played the game a time or two, they can locate their own examples from things they read, hear, etc.

_____contracts you sign can be ignored.	_____cosmetic items are cheaper in discount stores than in regular drug stores.
_____advertisements are deceptive.	_____credit costs the consumer.
_____discount stores save you money.	_____federal agencies serve the interests of the consumer.
_____labels are accurate.	_____garments must be labeled by law with fiber content.
_____products with national brand names are of better quality than products with store brands.	_____food packers put their brand on their products.
_____people are better off if they buy just what they can afford.	_____consumers need governmental protection.

_____garments have to have care labels.	_____aerosol products cost more than other forms of same product.
_____finance companies offer lower interest costs than banks.	_____convenience foods are higher priced than other items.
_____businesses are out to get the consumer.	_____door-to-door salespeople don't care about your budget.
_____foods sold are nutritious.	_____appliances have implied warranties.
_____name brand butter costs more than margarine.	_____supermarket prices are lower than neighborhood store prices.
_____unit pricing is silly.	_____consumers know enough to shop.
_____children's toys are safe.	_____electrical appliances must have a UL seal.

_____stores have the lowest price in town on everything.	_____installment payment contracts must specify the annual rate of interest being charged.
_____prices are high because businesses want big profits.	_____boycotts to force lower prices are unsuccessful.

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Article #1:

EASIER CREDIT FOR TEENAGERS

Along with the right to vote, a lot of 18- and 19-year olds are taking on other legal responsibilities of adults: entering into contracts, suing or being sued, borrowing money, and using credit. Seventeen states (by September, 1972) have already passed legislation lowering the age of majority from 21 to 18 or 19.

As full-fledged consumers, young adults will suffer the pitfalls of credit buying. Many young people cannot handle installment credit. Young adults should be wary of eager salesmen. Department stores offering charge accounts make credit too temptingly available. Retailers consider this age group, numbering over 15 million, a fair market for their goods. Sales pitches will take increased aim at the yearly teenage income of $19.1 billion. When retailers woo teenagers with come-ons such as charm school courses, gift packs, free samples, or credit cards, they are giving young consumers a taste of easy credit — in other words, a lesson in poor money management.

Article #2:

NET-WEIGHT LABELING

You, the consumer, can't make a rational price choice in canned foods. Net weight is virtually useless as a buying yardstick. The lowest-priced brand of a canned food often costs more per pound than higher-priced brands when the liquid is drained away. The U.S. Food and Drug Administration standards of fill are vaguely worded, laxly enforced, and of no use to the consumer who wishes to compare prices. Food processing companies deplore the discussion of drained weights. The National Canners Association takes the position that some of a canned food's nutrients end up in the liquid. Therefore the liquid is part of the food and may be justly included in the weight declaration.

Present net-weight labeling masks the large part of the consumer dollar that goes for salt water or sugar syrup. The consumer should push for drained weight labeling. Shoppers will continue to buy in the dark until drained-weight disclosures are made mandatory for all canned vegetables.

EVIDENCE?

Statements: List #1

1) There has always been a Moonlight Sale on Washington's Birthday.

2) A member of the Chamber of Commerce tells you that there will be a Moonlight Sale this year on Washington's Birthday.

3) The teacher did not give any assignments for the day after Washington's Birthday.

4) The local events column in the newspaper shows a sale on Washington's Birthday.

5) The department store has sent notices to each credit card holder about the Moonlight Sale on Washington's Birthday

6) The TV station carries advertisements for the Washington's Birthday Moonlight Sale.

Statements: #2

1) Every year the new car models cost more than last year's models.

2) Your neighbor who owns an auto repair shop says that the price of cars is going up.

3) John's Cavalier Cars is having a big price reduction on Cavalier autos this week.

4) Car prices are lower just before the introduction of the next year's models.

5) The local newspaper carried a syndicated column in which it was stated that the price of new cars would increase this year.

6) The wholesale price of steel recently has been increased.

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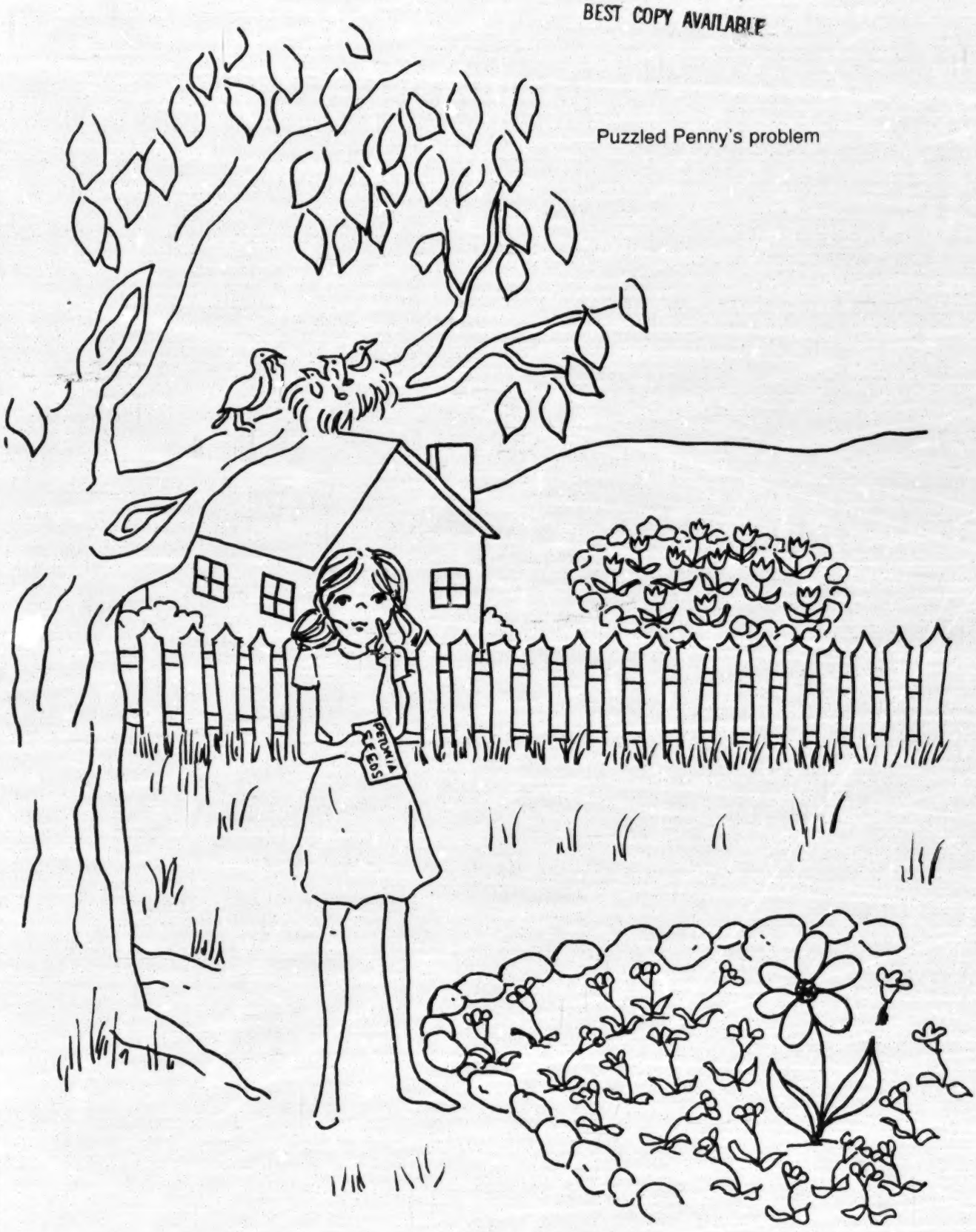
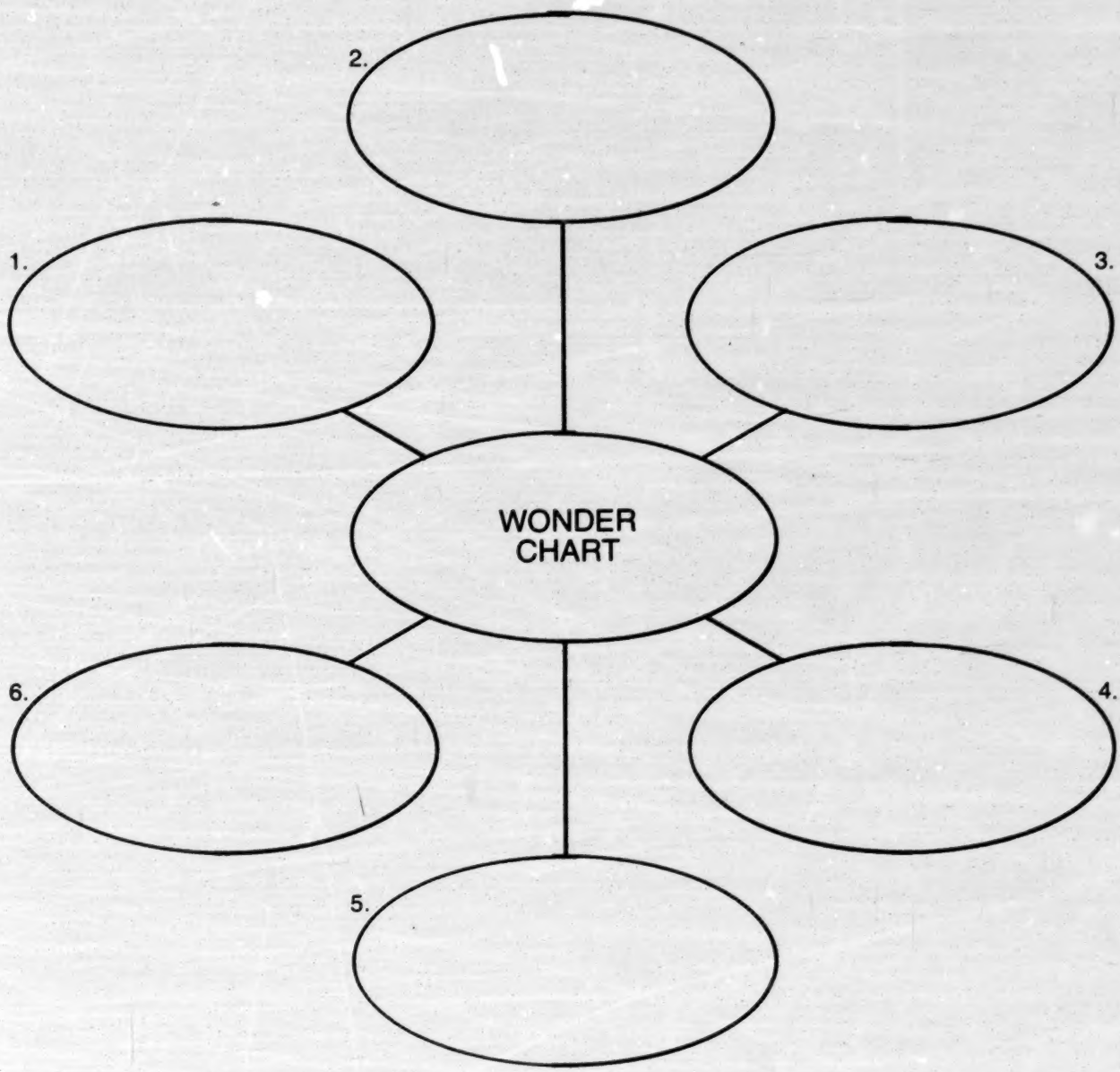
Puzzled Penny's problem



WONDER CHART

PENNY'S PROBLEM: Penny is very puzzled! She has been waiting for her petunia garden to blossom. Today she went out to see if the buds had opened and found all the petunias in full bloom along with a very large yellow daisy. "How did a daisy get into my petunia garden?" she wondered. "I'm sure I only planted petunias. After all I'm allergic to daisies: They make me sneeze."



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RESOURCES

The following sources of information were used by persons field testing the learnings included in *Consumer Education Curriculum Modules: A Spiral-Process Approach*.

Advertising Council
825 3rd Avenue
New York, New York 10022

Agriculture Department
Office of Information
Washington, D.C. 20250

American Bar Association
Young Lawyer's Section
1155 E. 60th Street
Chicago, Illinois 60637

American Home Economics Association
2010 Massachusetts Avenue N.W.
Washington, D.C. 20036

American National Cattlemen's Association
P.O. Box 569
Denver, Colorado 80201

American National Standards Institute
1430 Broadway
New York, New York 10018

American Vocational Association
1510 H Street N.W.
Washington, D.C. 20005

Chamber of Commerce of the United States
1615 H Street N.W.
Washington, D.C. 20006

Changing Times Education Service
1729 H Street N.W.
Washington, D.C. 20006

Consumer Alert
Federal Trade Commission
Washington, D.C. 20580

Consumer Educator
National Association of Secondary
School Principals
1201 16th Street N.W.
Washington, D.C. 20036

Consumer News
Office of Consumer Affairs
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Consumer Product Safety Commission
1715 K Street N.W.
Washington, D.C. 20207

Consumer Reports
Consumers Union of the United States, Inc.
256 Washington Street
Mt. Vernon, New York 10550

Council of Better Business Bureaus
845 3rd Avenue
New York, New York 10022

Environmental Protection Agency
Director of Public Affairs
Washington, D.C. 20460

FDA Consumer
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Federal Reserve System
Board of Governors
21st and Constitution Avenue N.W.
Washington, D.C. 20551

Federal Trade Commission
Washington, D.C. 20580

Food & Drug Administration
5600 Fishers Lane
Rockville, Maryland 20852

Housing & Urban Development Department
Washington, D.C. 20410

International Fabricare Institute
P.O. Box 940
Joliet, Illinois 60434

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Interstate Commerce Commission
Constitution Avenue & 12th Street N.W.
Washington, D.C. 20423

J.C. Penney Company, Inc.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, New York 10019

Labor Organizations
Consult yellow pages of telephone directory for local address

Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

National Education Association
1201 16th Street N.W.
Washington, D.C. 20036

Office of Consumer Affairs
Department of Health, Education, and Welfare
Washington, D.C. 20201

Office of Public Affairs
Office of Education
Washington, D.C. 20202

Postal Service
Consumer Advocate
Washington, D.C. 20260

Public Affairs Committee
381 Park Avenue S.
New York, New York 10016

Sears, Roebuck and Company
Consumer Information Services
Sears Tower
Chicago, Illinois 60684

Social Security Administration
6401 Social Security Building
Baltimore, Maryland 21235

State Attorney General
Capitol Building
State Capitol

State Health Department
Capitol Building
State Capitol

Teaching Topics
Institute of Life Insurance
277 Park Avenue
New York, New York 10017

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RELATED READINGS

Process Education

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Joyce, B. R., M. Weil, and R. Wald. *Three Teaching Strategies*. Palo Alto, California: Science Research Associates, 1972.

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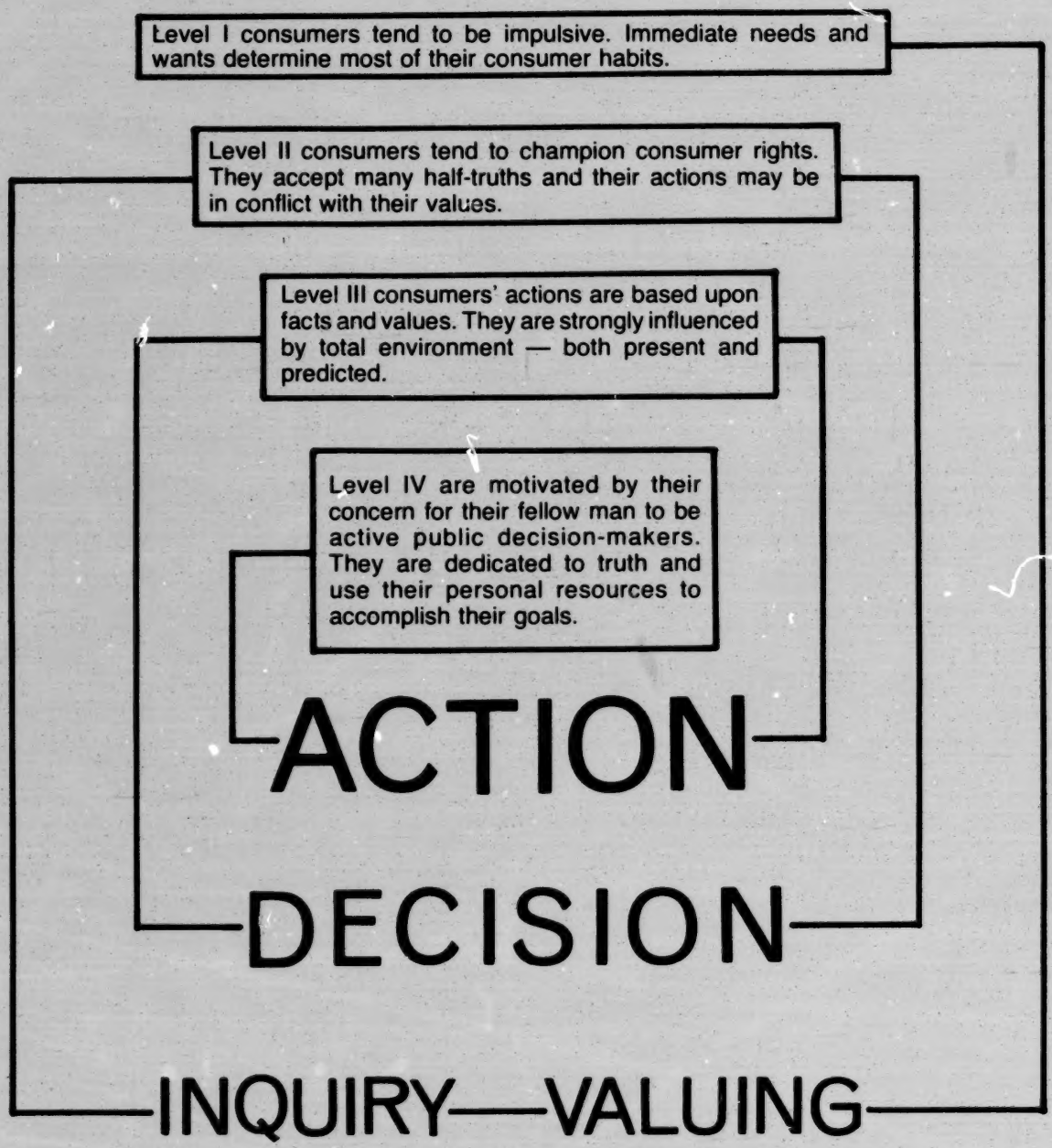
Level I consumers tend to be impulsive. Immediate needs and wants determine most of their consumer habits.
Level II consumers tend to champion consumer rights. They accept many half-truths and their actions may be in conflict with their values.
Level III consumers' actions are based upon facts and values. They are strongly influenced by total environment — both present and predicted.
Level IV are motivated by their concern for their fellow man to be active public decision-makers. They are dedicated to truth and use their personal resources to accomplish their goals.
ACTION
DECISION
INQUIRY—VALUING